

Task-Based Activity: Interpret a hockey schedule

Laubach Connection: Laubach Way to Reading (LWR) Book 3, Lesson 10

OALCF Link

Relevant Goal Paths

Apprenticeship, Employment, Independence, Postsecondary, Secondary School Credit

Rationale: Learners on all the goal paths will need to interpret schedules for a variety of different reasons.

Task-Based Activity Description: The learner will interpret two hockey schedules to determine game times.

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 comparisons and calculations

Materials Required

- Pen or pencil and eraser
- Question sheets

Overview

Activity Introduction

This task uses two television hockey game schedules.

Lesson 10 is about Pete. Pete owns a repair shop but as a young man he played hockey.

Discuss with the learner if they have ever played hockey or like to watch hockey. Discuss the fact that hockey is considered a national pastime in Canada. Ask the learner if they ever had trouble reading schedules. Discuss the fact that schedules come in a variety of different formats.

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

- Interpret online television listings

Task-Based Activity: Interpret a hockey schedule

Learner Name: _____ Date: _____

Pre self-assessment

I need to improve my skills at:
Yes

No

Activity

Sunday, April 13

National Hockey League

Scores & Schedule

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Wed, Apr 9





















Thu, Apr 10

Fri, Apr 11

Sat, Apr 12

Sun, Apr 13

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 Red Wings  Blues	12:30 PM	 Bruins  Devils	3:00 PM
 Hurricanes  Flyers	3:00 PM	 Lightning  Capitals	3:00 PM
 Islanders  Sabres	5:00 PM	 Senators  Penguins	7:30 PM
 Avalanche  Ducks	8:00 PM	 Predators  Wild	8:00 PM
 Flames  Canucks	9:00 PM	 Stars  Coyotes	9:00 PM

All times are in Eastern Time

1. What time are the Flames playing? _____
2. What day and time are the Flyers playing? _____
3. What team is playing against the Bruins on Sunday April 13th? _____
4. If you want to watch the Penguins v. the Senators, what time do you need to turn your television on? _____
5. How many different games are there on Sunday April 13th? _____
6. If you only watched the first $\frac{1}{2}$ hour of as many games as possible on Sunday, April 13th, what is the maximum number of part games you could watch? _____

Post self-assessment

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

Yes

No

Learner comments:

Assessment

Task-Based Activity: Interpret a hockey schedule

Learner Name: _____ Date: _____

Practitioner Name: _____

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

The learner needs to work on the following:

This task was successfully completed

This task needs to be tried again

Practitioner Comments:

Learner Comments: