

Task-Based Activity: Describe each step in the pictorial diagram for cooking an egg.

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

OALCF Link

Relevant Goal Paths

Employment, Independence

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

Task-Based Activity Description: The learner will interpret a very simple document (5 step pictorial instructions) to locate details. The learner will write brief texts to convey simple ideas (describe the steps in writing) or participate in a brief exchange with one other person (describe the steps orally).

OALCF Competency, Task Group and Level Indicator (See Assessment page for performance descriptors)

A: Find and Use Information

A2: Interpret documents

- A2.1 Interprets very simple documents to locate specific details

B: Communicate Ideas and Information

B2: Write continuous text

- B2.1 Writes brief texts to convey simple ideas and factual information.

Or

B1: Interact with Others

- B1.1 Participate in brief interactions to exchange information with one other person

Materials Required

- Pen or pencil and eraser
- Questions sheet with pictorial diagram

Overview

Activity Introduction

In this task-based activity a pictogram of how to cook an egg is used. In Lesson 4 the term “egg” is one of the new words introduced. Discuss the fact that pictorial instructions are often used in simple cooking or for assembly of things such as furniture. Ask the learner if they have ever bought a product with pictorial instructions. Have the learner complete the pre self-assessment.

New words

This activity is based on a pictorial diagram so no new words are introduced. However, the learner may identify new words as they complete the activity. Explain the meanings of the words to the learner.

Instructions

Have the learner fill in their name and the date. Have the learner complete the pre self-assessment. Discuss the steps depicted in the pictogram to cook an egg. Have the learner write a point form description for each step. If the learner is not comfortable writing a description the activity can be done orally. 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 create a pictorial diagram for a simple task