

## Task-Based Activity: Write a shopping list for a fish dinner

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

### OALCF Link

#### Relevant Goal Paths

Employment, Independence

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

**Task-Based Activity Description:** The learner will read a brief text (preparation instructions) to locate details. The learner will make straightforward entries (grocery items) into a very simple document (shopping list). The learner will also interpret simple measures.

#### 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

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

##### 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 with recipe and shopping list template (3 pages)

## Overview

### Activity Introduction

This task-based activity uses a fresh fish recipe and a template for a shopping list.

Lesson two is about a family dinner. Discuss with the learner whether they have cooked fish before. Ask them if they typically use shopping lists when they go grocery shopping.

### New words

Review the new words that are being introduced. Explain the meanings of the words to the learner. Not all new words are in the new word list. You may need to review additional words as the learner works through the activity. Measurement terms are also introduced in this activity. Review the measurement terms with the learners and explain the meanings.

### Instructions

Have the learner fill in their name and the date. Have the learner complete the pre self-assessment. Have the learner review the recipe and then prepare a shopping list of ingredients. Note: If the learner completed the task-based activity for LWR Book 1 Lesson ten they will be familiar with the recipe in this activity. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

### Extension activities

- Use local grocery store flyers and have the learners look for items on their list.
- Have the learner estimate the total cost to prepare the recipe.
- Bring in a variety of different recipes for the learner to review and create shopping lists.

## Task-Based Activity: Write a shopping list for a fish dinner

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

### Pre self-assessment

I need to improve my skills at reading recipes and writing lists:

Yes

No

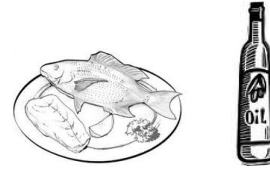
### New Words

caper	minced	recipe
fillet	opaque	salt
flake	oil	season
fresh	oregano	skin
ingredients	pickerel	watercress
lemon	preparation	wedge

### New Measurements

bunch	tbsp.	mL
cup	tsp	kg

## Recipe: Fresh Fish and Olive Oil



### Ingredients

- 1/3 cup (75 mL) extra virgin olive oil
- 3 lb (1.4 kg) pickerel fillets, skin on
- 1 tbsp (15 mL) minced fresh oregano
- 1 tsp (5 mL) sea salt
- 2 tbsp (30 mL) capers
- 1 lemon, cut into wedges
- 1 bunch watercress

### Preparation

Remove half of the oil and set aside. Brush remaining oil over both sides of fish fillets. Season tops with oregano, salt and pepper. Place, skin side down, on greased grill over medium heat; close lid and grill, without turning, until fish is opaque and flakes easily when tested, about 10 minutes. Transfer to warmed platter. Drizzle with reserved oil; sprinkle with capers. Surround with lemon and watercress.

*Source: Canadian Living Magazine: August 2006; Get Grilling: Summer 2007*

Review the recipe and write a shopping list for all the ingredients you will need. Make sure you include how much you will need for each ingredient on your list. Think about what else you would serve with this recipe and add those items to the list as well.

## My Shopping List



### Produce

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### Meat, fish and poultry

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### Bread, pasta and grains

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### Dairy

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### Frozen Food

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### Other

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## Post self-assessment

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

Yes

No

Learner comments:

## Assessment

### Task-Based Activity: Write a shopping list for a fish dinner

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

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

Performance Descriptors	Needs Work	Improving	Excellent
<p>A1:</p> <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>follow simple, straightforward instructional texts</li></ul> <p>A2:</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></ul> <p>B3</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>C3</p> <ul style="list-style-type: none"><li>recognizes values in number and word format</li></ul>			

<ul style="list-style-type: none"> <li>• understands numerical order</li> <li>• makes simple estimates</li> <li>• chooses appropriate units (e.g. metres, inches) and non-standard units (e.g. paces, cupfuls, scoops)</li> <li>• interprets and represents measures using whole numbers, decimals and simple, common fractions (e.g. <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>)</li> <li>• interprets and represents measures using symbols and abbreviations (e.g. inches as “, centimeters as cm, pounds as lbs, kilograms as kilos or kg)</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>			