**Task-Based Activities**

**for the LWR Series**

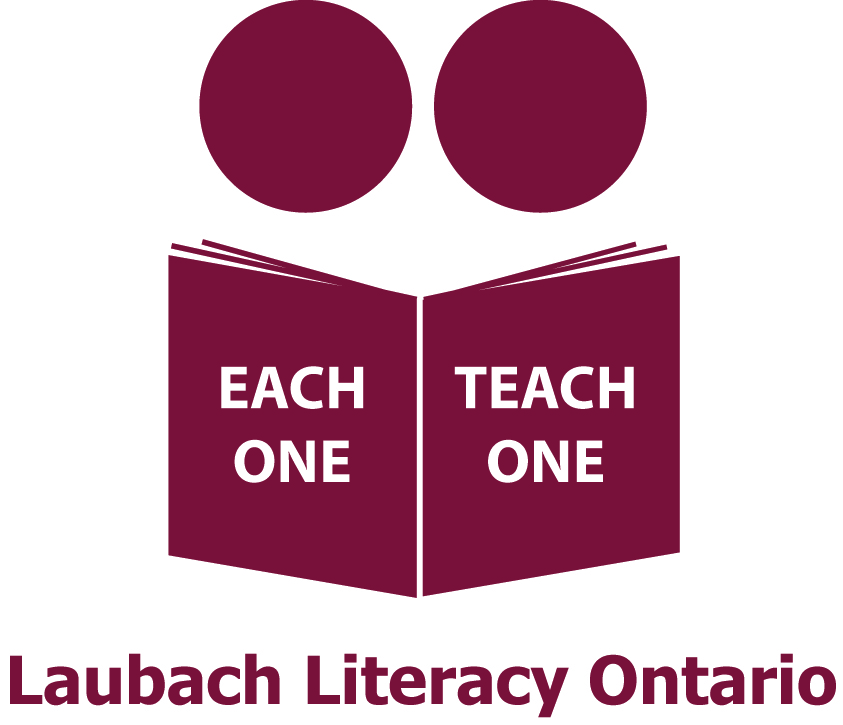
**Laubach Literacy Ontario**

**Laubach Way to Reading (LWR) Book 2**

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 Level 1 who are not using Laubach Way to Reading skill books.

**LWR Plus**

**LWR Plus**

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Literacy Council of Burlington

North Bay Literacy Council

The Literacy Group of Waterloo Region

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“Task-Based Activities for the LWR Series”.

**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.”

**TASK-BASED ACTIVITIES CHART FOR LWR BOOK # 2**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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** | Determine your ring size |  | .1 |  |  |  |  |  |  |  | .1 |  |  | **3** |
| **2** | Write a shopping list for a fish dinner | .1 | .1 |  |  |  | .1a |  |  |  | .1 |  |  | **10** |
| **3** | Research and locate cities in Canada on a map | .1 | .1 |  |  |  | .1a |  |  |  |  |  | .2 | **17** |
| **4** | Share your opinion on gun control |  |  |  | .2 | .2 |  |  |  |  |  |  |  | **23** |
| **5** | Compare membership packages |  | .1 |  |  |  |  |  | .1 |  | .1 |  |  | **30** |
| **6** | Read a flyer about eggs | .2 |  |  |  |  |  |  |  |  |  |  |  | **37** |
| **7** | Complete a health information log |  |  |  |  |  | .1a |  |  |  |  |  |  | **43** |
| **8** | Identifying and understanding common household pests |  | .2 |  |  |  | .1a |  |  |  |  |  | .2 | **48** |
| **9** | Write thank you cards |  |  |  |  | .1 |  |  |  |  |  |  |  | **54** |
| **10** | Research and record health provider contact information |  | .1 |  |  |  | .1a |  |  |  |  |  | .2 | **60** |
| **11** | Interpret an infographic about the top causes of house fires |  | .1 |  |  | .1 |  |  |  |  |  |  |  | **66** |
| **12** | Use a website to learn about farmers’ markets |  | .2 |  |  |  |  |  |  |  |  |  | .2 | **73** |
| **13-15** |  | **Lesson 13 is a review lesson. Lessons 14 and 15 introduce a correlated reader and how to read a table of contents. No activities have been added to these lessons.** | | | | | | | | | | | | |

**PRACTITIONER GUIDE FOR LWR 2 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 2 may find some of the activities challenging as they are do not yet have 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: Determine your ring size |
| Laubach Connection: Laubach Way to Reading (LWR) Book 2, Lesson 1 |
| OALCF Link |
| Relevant Goal Paths  Employment, Independence  Rationale: Learners on the Employment and Independence Paths may need to use a measurement table for a variety of different reasons. |
| Task-Based Activity Description: The learner will interpret very simple documents (picture and chart) to locate specific details. The learner will use a tape measure to measure a ring finger and make simple comparisons and calculations. |
| 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: 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 ring size table * Small tape measure |

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| Overview |
| Activity Introduction  This task uses a ring size picture and a table of ring sizes. You will also need a small tape measure (not provided). In Lesson 1 the sisters are in a shop. The big sister buys a ring for the little sister. Discuss with the learner if they have any rings and if they have ever had their fingers sized for rings.  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 though the activity.  Instructions  Have the learner fill in their name and the date. Have the learner complete the pre self-assessment. You will need a small tape measure for this activity. If you don’t have one, you can use a small strip of paper or a piece of string and a ruler. Review the activity overview with the learner. Have them measure their ring finger and using the information provided determine the correct size. After the learner has completed the task-based activity complete the assessment section and review the results with the learner. |
| Extension activities   * Have the learners practice measuring each other’s fingers. * Measure a variety of small objects in the room and record the measurements. |

|  |
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| **Task-Based Activity: Determine your ring size** |

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

**Pre self-assessment**

I need to improve my skills at reading charts and measuring:

* Yes
* No

|  |  |  |
| --- | --- | --- |
|  | New Words |  |
| circumference  diameter | different  measurement | size |

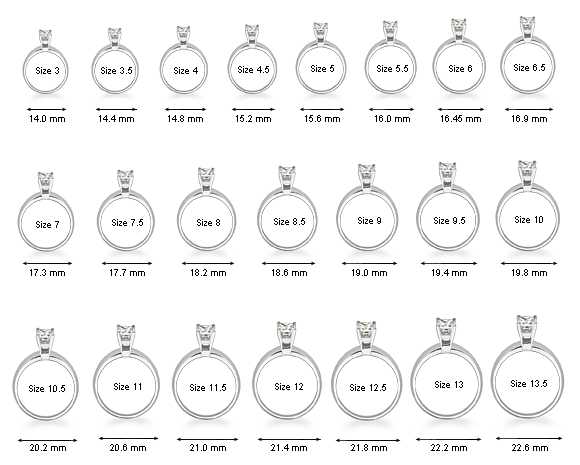
**Overview**

Rings come in many different sizes. In the picture below ring sizes and inside diameters are shown. The chart below the picture shows you the inside diameter, inside circumference, and ring size. The picture and the table use the measurement “mm”.

* mm is the short form for millimeter
* diameter is a straight line passing from side to side through the center of a body or figure, such as circle or sphere
* circumference is the distance around something

Using a tape measure, measure the circumference of your ring finger. Use the measurement to determine what size your finger is. If you don’t have a tape measure use a thin piece of paper or a piece of string to “measure” the circumference of your finger. Then place it along a ruler to determine the measurement. Record your ring finger size below.

My ring finger is size \_\_\_\_\_\_\_\_\_\_\_\_\_



|  |  |  |
| --- | --- | --- |
| Inside Diameter (mm) | Inside Circumference (mm) | Ring Size |
| 14 | **44.4** | **3** |
| 14.4 | **45.9** | **3.5** |
| 14.8 | **46.9** | **4** |
| 15.2 | **48.2** | **4.5** |
| 15.6 | **49.4** | **5** |
| 16 | **50.7** | **5.5** |
| 16.4 | **51.9** | **6** |
| 16.9 | **53.2** | **6.5** |
| 17.3 | **54.4** | **7** |
| 17.7 | **55.7** | **7.5** |
| 18.2 | **56.9** | **8** |
| 18.6 | **58.2** | **8.5** |
| 19 | **59.5** | **9** |
| 19.4 | **60.8** | **9.5** |
| 19.8 | **62.1** | **10** |
| 20.2 | **63.3** | **10.5** |
| 20.6 | **64.6** | **11** |
| 21 | **65.9** | **11.5** |
| 21.4 | **67.2** | **12** |
| 21.8 | **68.4** | **12.5** |
| 22.2 | **69.7** | **13** |
| 22.6 | **70.9** | **13.5** |

**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: Determine your ring size | | | |
| Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Practitioner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Performance Descriptors | **Needs Work** | **Improving** | **Excellent** |
| A2:   * scans to locate specific details * interprets brief text and common symbols * identifies how lists are organized (e.g. sequential, chronological, alphabetical) * requires support to identify sources and to evaluate and integrate information   C3:   * recognizes values in number and word format * measures distance, length, width, height, weight, liquid volume, angles and temperature * uses common measuring tools, such as rulers, scales and thermometers * chooses appropriate units (e.g. metres, inches) * identifies and performs required operation * interprets and represents measures using whole numbers, decimals and simple, common fractions (e.g. ½, ¼) * 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: | | | |

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| 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) |

|  |
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| 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 though 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. |

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

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

**Pre self-assessment**

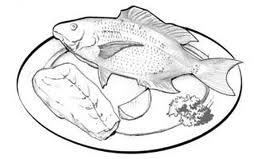
I need to improve my skills at reading recipes and writing lists:

* Yes
* No

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

|  |  |  |
| --- | --- | --- |
|  | New Measurements |  |
| bunch  cup | tbsp.  tsp | mL  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**

**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 shopping list for a fish dinner | | | |
| Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Practitioner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Performance Descriptors | **Needs Work** | **Improving** | **Excellent** |
| A1:   * reads short texts to locate a single piece of information * decodes words and makes meaning of sentences in a single text * follow simple, straightforward instructional texts   A2:   * scans to locate specific details * interprets brief text and common symbols * locates specific details in simple documents, such as labels and signs * identifies how lists are organized (e.g. sequential, chronological, alphabetical)   B3   * makes a direct match between what is requested and what is entered * makes entries using familiar vocabulary   C3   * 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 whole numbers, decimals and simple, common fractions (e.g. ½, ¼) * interprets and represents measures using symbols and abbreviations (e.g. inches as “, centimeters as cm, pounds as lbs, kilograms as kilos or kg) |  |  |  |
| The learner needs to work on the following: | | | |
| This task was successfully completed \_\_\_\_\_\_ This task needs to be tried again \_\_\_\_\_\_ | | | |
| Practitioner Comments: | | | |
| Learner Comments: | | | |

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| Task-Based Activity: Research and locate cities in Canada on a map |
| Laubach Connection: Laubach Way to Reading (LWR) Book 2, Lesson 3 |
| OALCF Link |
| Relevant Goal Paths  Apprenticeship Employment Independence Postsecondary Secondary School Credit  Rationale: Learners on all goal paths may need to interpret maps for a variety of different reasons. |
| Task-Based Activity Description: The learner will interpret a short text and a simple document (map of Canada) to locate and connect information. The learner will also make entries into a simple document (chart). |
| 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 text to locate specific details   A2: Interpret documents   * A2.1: Interpret simple documents to locate and connect information |
| B: Communicate Ideas and Information  B3: Complete and create documents   * B3.1a: Make straightforward entries into very simple documents |
| D: Use Digital Technology   * D.2 Perform well-defined, multi-step digital tasks |
| Materials Required   * Pen or pencil and eraser * Internet access * Question sheets |

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| Overview |
| Activity Introduction  This task uses a map of Canada. The learner will also use the Internet to search for information.  In lesson three the concept of a big city is introduced. Discuss with the learner whether they live in a place that would be considered a big city. If not, ask them what they think the closest big city is. Ask them if they are familiar with the map of Canada. If not, review the map with the learner.  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 though the activity.  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. Depending on the skill level of the learner, you may need to help them use the Internet to complete the search. You may need to adjust the assessment to reflect support provided. 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 a local map and to find landmarks |

|  |
| --- |
| **Task-Based Activity: Research and locate cities in Canada on a map** |

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

**Pre self-assessment**

I need to improve my skills at reading maps and finding information on the Internet:

* Yes
* No

|  |  |  |
| --- | --- | --- |
|  | New Words |  |
| Canada  Internet | **l**argest | population  record |

**Overview**

There are many big cities across Canada. A big city has a large population. Population is the total number of people that live in a country, city or area. Search for the three largest cities in Canada using the Internet. Once you have figured out what the three largest cities are, record them in the chart below. Record the population for each city.

|  |  |
| --- | --- |
| Name of the City | Population |
| 1. |  |
| 2. |  |
| 3. |  |

After you have figured out what the three largest cities are, find them on the map. Put a star on the three largest cities. Answer the question that follows the map.



Which large city shown on this map do you live closest to? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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: Research and locate cities in Canada on a map | | | |
| Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Practitioner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Performance Descriptors | **Needs Work** | **Improving** | **Excellent** |
| A1:   * reads short texts to locate a single piece of information * decodes words and makes meaning of sentences in a single text * follows the sequence of events in straightforward chronological texts   A2:   * performs limited searches using one or two search criteria * locates information in simple graphs and maps * uses layout to locate information * makes connections between parts of documents * makes low-level inferences * begins to identify sources and evaluate information   B3:   * makes a direct match between what is requested and what is entered * makes entries using familiar vocabulary   D:   * 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: | | | |

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| Task-Based Activity: Share your opinion on gun control |
| Laubach Connection: Laubach Way to Reading (LWR) Book 2, Lesson 4 |
| OALCF Link |
| Relevant Goal Paths  Postsecondary Secondary School Credit  Rationale: Learners on the Secondary School Credit and Postsecondary goal paths will need to write paragraphs for a variety of different purposes. |
| Task-Based Activity Description: The learner will write a short text (paragraph) to share their opinion on gun control. |
| Competency, Task Group and Level Indicators  (See Assessment page for performance descriptors) |
| B: Communicate Ideas and Information  B1: Interact with others   * B1.2 Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions   B2: Write continuous text   * B2.2 Write texts to explain and describe information and ideas |
| Materials Required   * Pen or pencil and eraser * Question sheets |

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| Overview |
| Activity Introduction  In lesson four the Hills are duck hunting. Discuss with the learner if they have ever had any experience hunting. Discuss recent events that you can think of involving the gun control issue. Point out that gun control laws differ in Canada and the United States Ask the learner if they have ever had any trouble writing a short paragraph or making a short presentation before.  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 though the activity.  Instructions   1. Have the learner fill in their name and the date. 2. Have the learner complete the pre self-assessment. 3. Read the overview with the learner. Have the learner complete the task-based activity by writing a short paragraph expressing their opinion about gun control. If the learner is not comfortable writing a paragraph, use the language experience approach. For more information about the language experience approach check the resources section. After the learner has completed their paragraph, have them make a very short presentation to you (or a small group) to share their opinion on gun control. Note: You will need to adjust the assessment to reflect any changes made in how the activity is completed. 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   * Read “letters to the editor” in the local newspaper and have the learner write opinion paragraphs on local issues. |
| Resources  For more information on language experience click on the links below:  <http://www.laubach-on.ca/teach/members/handbook>    or  <http://www.literacyconnections.com/InTheirOwnWords.php>  You can also search online using the keywords “language experience approach” |

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| **Task-Based Activity: Share your opinion on gun control** |

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

**Pre self-assessment**

I need to improve my skills at writing paragraphs and sharing my opinion:

* Yes
* No

|  |  |  |
| --- | --- | --- |
|  | New Words |  |
| control  decade  opposing | ordinary  registration  required  restricted | rifle  shotgun  strong |

**Gun Control in Canada Overview**

**In Canada** there is two opposing sides to gun control. One side objects to the registration of personal guns and the other side wants strict gun control laws.

Registration of guns in Canada became mandatory in the 1930s. Over the past few decades, laws had become increasingly strong for gun owners. From 1995 until 2012, all guns were required to be registered. As of April 6, 2012, the registration of “non-restricted guns” is no longer required in any province or territory, except for Quebec. Non-restricted guns include ordinary rifles and shotguns.

*Adapted from Wikipedia: http://en.wikipedia.org/wiki/Gun\_politics\_in\_Canada*

**Part A: Write a short paragraph (3-6 sentences) to explain your opinion on gun control.**

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**Part B: After you have completed your paragraph, make a short oral presentation (one minute) to explain your opinion of gun control.**

**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: Share your opinion on gun control | | | |
| Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Practitioner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Performance Descriptors | **Needs Work** | **Improving** | **Excellent** |
| B1:   * shows an awareness of factors that affect interactions, such as differences in opinions and ideas, and social, linguistic and cultural differences * demonstrates some ability to use tone appropriately * speaks or signs clearly in a focused and organized way * rephrases to confirm or increase understanding * uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures   B2:   * writes texts to explain and describe * conveys intended meaning on familiar topics for a limited range of purposes and audiences * begins to sequence writing with some attention to organizing principles (e.g. time, importance) * uses limited range of vocabulary and punctuation appropriate to the task * begins to organize writing to communicate effectively |  |  |  |
| The learner needs to work on the following: | | | |
| This task was successfully completed \_\_\_\_\_\_ This task needs to be tried again \_\_\_\_\_\_ | | | |
| Practitioner Comments: | | | |
| Learner Comments: | | | |

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| Task-Based Activity: Compare membership packages |
| Laubach Connection: Laubach Way to Reading (LWR) Book 2, Lesson 5 |
| OALCF Link |
| Relevant Goal Paths  Employment Independence  Rationale: Learners on the Employment and Independence Paths will need to read membership information for variety of different reasons. |
| Task-Based Activity Description: The learner will read a brief text (note) and interpret a simple document (membership package chart) to locate specific details. The learner will compare costs and make simple measurement comparisons. |
| 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. |
| C: Understand and use numbers  C1: Manage money   * C1.1: Compare costs and make simple calculations   C3: Use measures   * C3.1: Measure and make simple comparisons and calculations |
| Materials Required   * Pen or pencil and eraser * Question sheets |

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| Overview |
| Activity Introduction  This task uses a membership information chart for a roadside assistance organization.  In lesson five the truck gets stuck. Discuss with the learner what they would do in this situation. Ask them if they have ever been in a situation where their vehicle was stuck or broken down. Ask them if they are familiar with roadside assistance companies.  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 though the activity.  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. If the learner is uncomfortable writing their answers to the questions they can respond orally. 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   * Bring in a variety of charts that learners can use to compare features and prices. |

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| **Task-Based Activity: Compare membership packages** |

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

**Pre self-assessment**

I need to improve my skills at reading information on charts:

* Yes
* No

|  |  |  |
| --- | --- | --- |
|  | New Words |  |
| allowance  battery  bicycle  coverage  delivery  distance  emergency | extrication  facility  fuel  gasoline  locksmith  membership  motorcycle | package  roadside  route  service  tire  towing  vehicle |

**The Roadside Assistance Club (RAC) Membership Packages**

|  |  |
| --- | --- |
| Included in all Membership Packages | |
| * 24/7 Roadside Services * Flat tire service\* * Battery service | * Locksmith * Emergency fuel & delivery\*\* * Extrication services |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Membership  Package | Vehicle Coverage | Calls | Towing Distance\*\*\* | Price per year |
| Basic | Cars  Bicycles  Pick-up Trucks | 4 | 10 km | $69 |
| Plus | Cars  Bicycles  Motorcycles  Pick-up Trucks | 4 | 200 km | $113 |
| Premier | Cars  Bicycles  Motorcycles  Pick-up Trucks | 5 | 4 x 200 km  1 x 320 km | $143 |

\* If you get a flat tire, your vehicle’s spare tire will be installed, as long as it is inflated and serviceable.

\*\* Specific brands or octane ratings cannot be promised. Basic members will be charged the current pump price for gasoline. Plus and Premier members will not be charged.

\*\*\*Your vehicle will be towed to the responding facility, a facility on the route, or to any destination of your choice, that is within your towing allowance.

**Answer the following questions:**

1. If you had a motorcycle which membership(s) could you buy?

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

1. Which category of membership is the least expensive? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. How many calls per year do you get with a premier membership? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. If you have basic membership and you need to have your car towed 100 km, is that covered? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. If you were going to purchase a membership with the RAC, which membership would you purchase? 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: Compare membership packages | | | |
| Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Practitioner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Performance Descriptors | **Needs Work** | **Improving** | **Excellent** |
| A2:   * scans to locate specific details * interprets brief text and common symbols * locates specific details in simple documents, such as labels and signs * identifies how lists are organized (e.g. sequential, chronological, alphabetical) * requires support to identify sources and to evaluate and integrate information   C1:   * adds, subtracts, multiplies and divides whole numbers and decimals * recognizes values in number and word format * understands numerical order * identifies and performs required operation   C3:   * adds and subtracts whole number measurements * recognizes values in number and word format * measures distance, length, width, height, weight, liquid volume, angles and temperature * understands numerical order * identifies and performs required operation * 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: | | | |

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| Task-Based Activity: Read a flyer about eggs |
| Laubach Connection: Laubach Way to Reading (LWR) Book 2, Lesson 6 |
| OALCF Link |
| Relevant Goal Paths  Apprenticeship Employment Independence  Rationale: Learners on the Apprenticeship, Employment and Independence Paths will need to read product information flyers for a variety of different reasons. |
| Task-Based Activity Description: The learner will read a brief text (flyer) to locate specific details. |
| 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 |
| Materials Required   * Pen or pencil and eraser * Question sheets with flyer |

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| Overview |
| Activity Introduction  This task uses a flyer about eggs developed using information from the Egg Farmers of Canada.  In lesson six Ellen Bell is selling eggs at the farm market. Discuss with the learner if eggs are something they eat or not. Ask them if they have ever noticed that eggs have a “best before” date and a grade.  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 though the activity.  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   * Talk about various ways fresh dates are displayed on different foods. * Create a list of foods and estimate fresh dates. |

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| **Task-Based Activity: Read a flyer about eggs** |

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

**Pre self-assessment**

I need to improve my skills at reading flyers:

* Yes
* No

|  |  |  |
| --- | --- | --- |
|  | New Words |  |
| bacteria  before  best  carton  cracked | Federal  grade  grocery  moisture  quality | refrigerated  regulation  shelf  shell  spoil |

|  |  |  |
| --- | --- | --- |
| **Canadian EGGS- Crack one today!** | | |
| **What does the "Best Before" date mean?**  **Macintosh HD:Users:robyncook-ritchie:Desktop:images-3.jpeg**    When buying eggs you should check the "Best Before" date on the carton. A "Best Before" date is required by Federal regulation if the shelf life of a food is less than 90 days. The date tells the time until the eggs will maintain Grade A quality, if stored properly. It is normally 28 to 35 days from the date of packing. | **Why do eggs spoil?**    Macintosh HD:Users:robyncook-ritchie:Desktop:images.jpeg  The egg shell is porous so that air, moisture and bacteria can pass through the egg shell. Over time the egg loses moisture and the air cell becomes larger. If the shell is dirty or cracked then bacteria on the outside of the egg can slowly pass through the egg and cause it to spoil. Eggs should always be kept refrigerated to prevent any bacteria from growing. | **How do I choose high-quality eggs?**  Macintosh HD:Users:robyncook-ritchie:Desktop:Unknown.jpeg  To ensure top quality, buy only Canada Grade A eggs that have been kept refrigerated and check that the shells are clean and not cracked. All eggs sold in Canadian grocery stores are Grade A eggs. Look for a maple leaf on the carton. Grade A eggs must have a clean shell, be free of cracks and be normal in shape. |
| **Macintosh HD:Users:robyncook-ritchie:Desktop:images-1.jpeg**  **Remember: The “Best Before” date on the carton can help you determine the freshness of your eggs.** | | |

***Source: Adapted from*** [***http://www.eggs.ca/faq/egg-handling***](http://www.eggs.ca/faq/egg-handling)

**Answer the following questions:**

1. How do you know if eggs are fresh? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What grade of eggs do Canadian grocery stores sell? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Underline, highlight or circle the average shelf life (in days) of an egg.
4. What can cause an egg to spoil? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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 flyer about eggs | | | |
| Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Practitioner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Performance Descriptors | **Needs Work** | **Improving** | **Excellent** |
| A1:   * scans text to locate information * locates multiple pieces of information in simple texts * makes low-level inferences * makes connections between sentences and between paragraphs in a single text * follows the main events of descriptive, narrative and informational texts |  |  |  |
| The learner needs to work on the following: | | | |
| This task was successfully completed \_\_\_\_\_\_ This task needs to be tried again \_\_\_\_\_\_ | | | |
| Practitioner Comments: | | | |
| Learner Comments: | | | |

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| Task-Based Activity: Complete a health information log |
| Laubach Connection: Laubach Way to Reading (LWR) Book 2, Lesson 7 |
| OALCF Link |
| Relevant Goal Paths  Apprenticeship Employment Independence Postsecondary Secondary School Credit  Rationale: Learners on the all of the goal paths will need to keep track of information for a variety of different reasons. They may do this using an information log. |
| Task-Based Activity Description: The learner will complete a table (health information log) with personal information. |
| 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 sheet with health information log |

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| Overview |
| Activity Introduction  This task uses a health information log.  In lesson seven Fred is sick in bed. Discuss with the learner the importance of having a family doctor. Ask the learner if they currently have a family doctor. Ask them if they keep track of the medication that they take and health issues they have, or have had in the past. Ask the learner if they have ever had any trouble filling in a simple table before.  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 though the activity.  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 medication labels to discuss correct dosages * The BLEST Practitioner Guide and Learner Activities Booklet contains a module relate 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. |

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| **Task-Based Activity: Complete a health information log** |

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

**Pre self-assessment**

I need to improve my skills at filling in tables:

* Yes
* No

|  |  |  |
| --- | --- | --- |
|  | New Words |  |
| allergies  emergency | health  hospital  medication | operation  problem |

Complete the log to help you prepare to go to a check-up with a doctor.

|  |  |  |
| --- | --- | --- |
| Medications that I take. | Health problems I have right now.  Include allergies. | Health problems I have had in the past. Include operations and times that you have been in the emergency room or hospital. |
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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: Complete a health information log | | | |
| Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Practitioner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Performance Descriptors | **Needs Work** | **Improving** | **Excellent** |
| B3:   * makes a direct match between what is requested and what is entered * makes entries using familiar vocabulary |  |  |  |
| The learner needs to work on the following: | | | |
| This task was successfully completed \_\_\_\_\_\_ This task needs to be tried again \_\_\_\_\_\_ | | | |
| Practitioner Comments: | | | |
| Learner Comments: | | | |

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| Task-Based Activity: Identifying and understanding common household pests |
| Laubach Connection: Laubach Way to Reading (LWR) Book 2, Lesson 8 |
| OALCF Link |
| Relevant Goal Paths  Apprenticeship Employment Independence Postsecondary Secondary School Credit  Rationale: Learners on all the goal paths will need to research information on the Internet for a variety of different purposes. |
| Task-Based Activity Description: The learner will read a text and documents (on the Internet) to locate and connect ideas and information about common household pests. They will perform well-defined, multi-step digital tasks to find the information. The information will be entered into a simple chart. |
| 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: Interact with others   * B3.1a: Make straightforward entries to complete very simple documents |
| D: Use Digital Technology   * D.2: Perform well-defined, multi-step digital tasks |
| Materials Required   * Pen or pencil and eraser * Internet access * Question sheets |

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| Overview |
| Activity Introduction  In lesson eight Ann discovers that she has a rat in her home. Discuss with the learner the concept of common household pests. Ask the learner if they have ever had a problem with household pests.  New words  This activity doesn’t introduce new words. However, the learner may need some assistance if they use new words to complete the activity.  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. Note: This activity requires the learner to have some basic Internet search skills and the ability to read text online. 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 information about a topic of their choice. |

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| **Task-Based Activity: Identifying and understanding common household pests** |

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

**Pre self-assessment**

I need to improve my skills at researching for information on the Internet and filling in charts.

* Yes
* No

**Instructions:**

Make a list of common household pests. Record your list below.

-

-

-

-

-

-

Search for three of the common household pests you listed on the Internet and describe how to control or get rid of them. You can use point form.

|  |  |
| --- | --- |
| Common Household Pest | How to Control |
|  |  |
|  |  |
|  |  |

**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 and understanding common household pests | | | |
| Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Practitioner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Performance Descriptors | **Needs Work** | **Improving** | **Excellent** |
| A2:   * performs limited searches using one or two search criteria * extracts information from tables and forms * locates information in simple graphs and maps * uses layout to locate information * makes connections between parts of documents * makes low-level inferences * begins to identify sources and evaluate information |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| B3:   * makes a direct match between what is requested and what is entered * makes entries using familiar vocabulary   D:   * 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: | | | |

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| --- |
| Task-Based Activity: Write thank you cards |
| Laubach Connection: Laubach Way to Reading (LWR) Book 2, Lesson 9 |
| OALCF Link |
| Relevant Goal Paths  Employment Independence  Rationale: Learners on the Employment and Independence Paths will need to write thank you cards for a variety of different reasons. |
| Task-Based Activity Description: The learner will write brief text (thank you cards) to convey simple ideas. |
| Competency, Task Group and Level Indicators  (See Assessment page for performance descriptors) |
| B: Communicate Ideas and Information  B2: Write continuous text   * B2.1: Write brief texts to convey simple ideas and factual information |
| Materials Required   * Pen or pencil and eraser * Question sheets with blank thank you cards |

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| Overview |
| Activity Introduction  This task uses blank thank you cards.  In the first story in “More Stories” for lesson nine, Fran and Jack are getting married. They have received several wedding gifts. Ask the learner if they have ever written thank you cards before. Discuss the importance of writing thank you cards when you receive gifts for different occasions.  New words  This activity doesn’t introduce new words. However, the learner may need some assistance if they use new words to complete the activity.  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 cards for different occasions * Write an email thanking someone |

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| **Task-Based Activity: Write thank you cards** |

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

**Pre self-assessment**

I need to improve my skills at writing cards or brief notes:

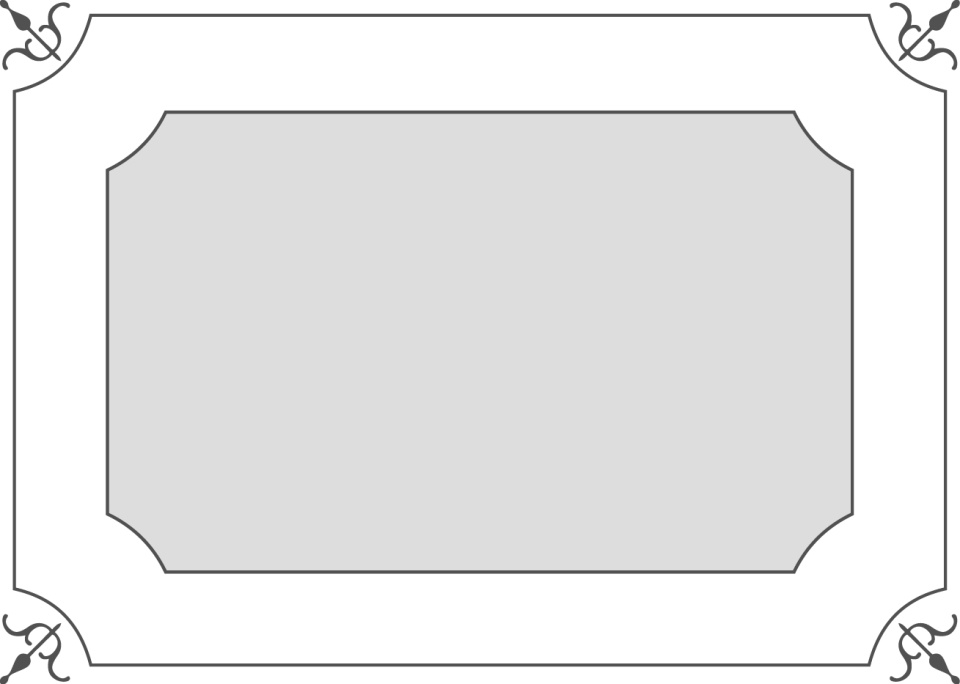
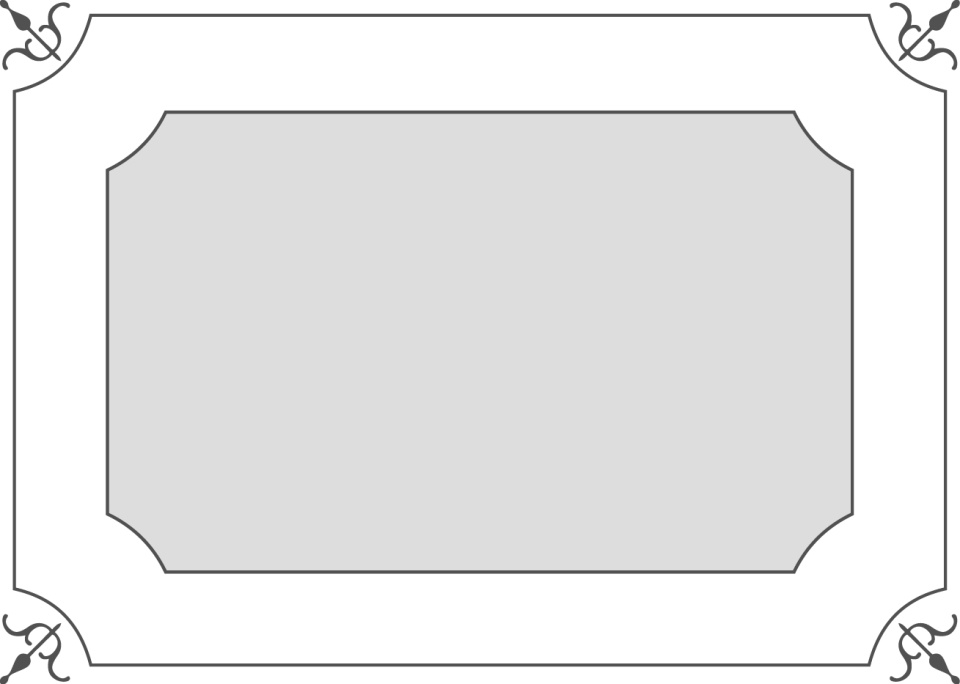
* Yes
* No

Jack and Mary have received several wedding gifts. Look at the list below and write a thank you card for each gift. Use the templates on the next page to write the thank you cards.

* Kitty King bought them a pretty glass dish
* Mrs. King bought them cups and pans
* Mr. King bought them a tent
* Mr. and Mrs. Oliver bought them a red truck

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| --- | --- | --- |
| note_card_border.jpgnote_card_border.jpg |  |  |



**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 thank you cards | | | |
| Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Practitioner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Performance Descriptors | **Needs Work** | **Improving** | **Excellent** |
| B2:   * 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 |  |  |  |
| The learner needs to work on the following: | | | |
| This task was successfully completed \_\_\_\_\_\_ This task needs to be tried again \_\_\_\_\_\_ | | | |
| Practitioner Comments: | | | |
| Learner Comments: | | | |

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| Task-Based Activity: Research and record health provider contact information |
| Laubach Connection: Laubach Way to Reading (LWR) Book 2, Lesson10 |
| OALCF Link |
| Relevant Goal Paths  Independence  Rationale: Learners on the Independence Paths will need to understand how to find health care contact information and keep a record of the information. |
| Task-Based Activity Description: The learner will use layout to determine where to make entries in a simple form (health provider contact form). |
| 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   * D.2: Perform well-defined, multi-step digital tasks |
| Materials Required   * Pen or pencil and eraser * Phone book and Internet access * Question sheets with blank form |

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| Overview |
| Activity Introduction  This task uses a blank health care provider contact information form.  In lesson 10 Mrs. Roberts has to bring her daughter to the doctor’s office. Discuss with the learner the importance of having a family doctor and understanding where to go after hours. Ask the learner if they currently have a family doctor and know where their local after hours’ clinic is.  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 though the activity.  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. Note: The learner will likely need a phone book or the Internet to find the information they need to complete the form. 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   * The BLEST Practitioner Guide and Learner Activities Booklet contains a module relate 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. |

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| **Task-Based Activity: Research and record health provider contact information** |

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

**Pre self-assessment**

I need to improve my skills at finding information and filling in forms:

* Yes
* No

|  |  |  |
| --- | --- | --- |
|  | New Words |  |
| emergency  health | hospital  house | operator  telephone |

Find and complete the health care information for you and your family. Make sure you write your own address on so you can tell it to the operator if you need to call 911. When you are done, make a copy and post it in your house by the telephone.

|  |  |  |
| --- | --- | --- |
| **Health Care Information** | | |
| Family Doctor:  Phone Number:  Address: | After Hours Clinic:  Phone Number:  Address: | Pharmacy:  Phone Number:  Address: |
| **In an emergency call 911!**  Our Address:    Local Hospital Address: | | |

**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: Research and record health provider contact information | | | |
| Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Practitioner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Performance Descriptors | **Needs Work** | **Improving** | **Excellent** |
| A2:   * scans to locate specific details * interprets brief text and common symbols * identifies how lists are organized (e.g. sequential, chronological, alphabetical)   B3:   * makes a direct match between what is requested and what is entered * makes entries using familiar vocabulary   D:   * 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: | | | |

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| --- |
| Task-Based Activity: Interpret an infographic about the top causes of house fires |
| Laubach Connection: Laubach Way to Reading (LWR) Book 2, Lesson 11 |
| OALCF Link |
| Relevant Goal Paths  Postsecondary Secondary School Credit  Rationale: Learners on the Secondary School Credit and Postsecondary goal paths will need to provide written responses to describe for a variety of different reasons. |
| Task-Based Activity Description: The learner will interpret an infographic to locate specific details (labels) and extract and infer information in order to provide written responses. |
| 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  B2. Write continuous text   * B2.1: Write brief texts to convey simple ideas and factual information |
| Materials Required   * Pen or pencil and eraser * Question sheets |

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| --- |
| Overview |
| Activity Introduction  This task uses an infographic about common causes of household fires.  In lesson eleven Fern gets burned while playing with matches. Discuss with the learner whether they have ever been burned or had a family member that has been burned. Discuss the importance of understanding the causes of common household fires and how they can be prevented.  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 though the activity.  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   * The BLEST Practitioner Guide and Learner Activities Booklet contain a module related fire safety. This activity is adapted from that module. There are several other activities that may be of interest to the learner. It can be downloaded from the LLO website. |

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| **Task-Based Activity: Interpret an infographic about the top causes of house fires** |

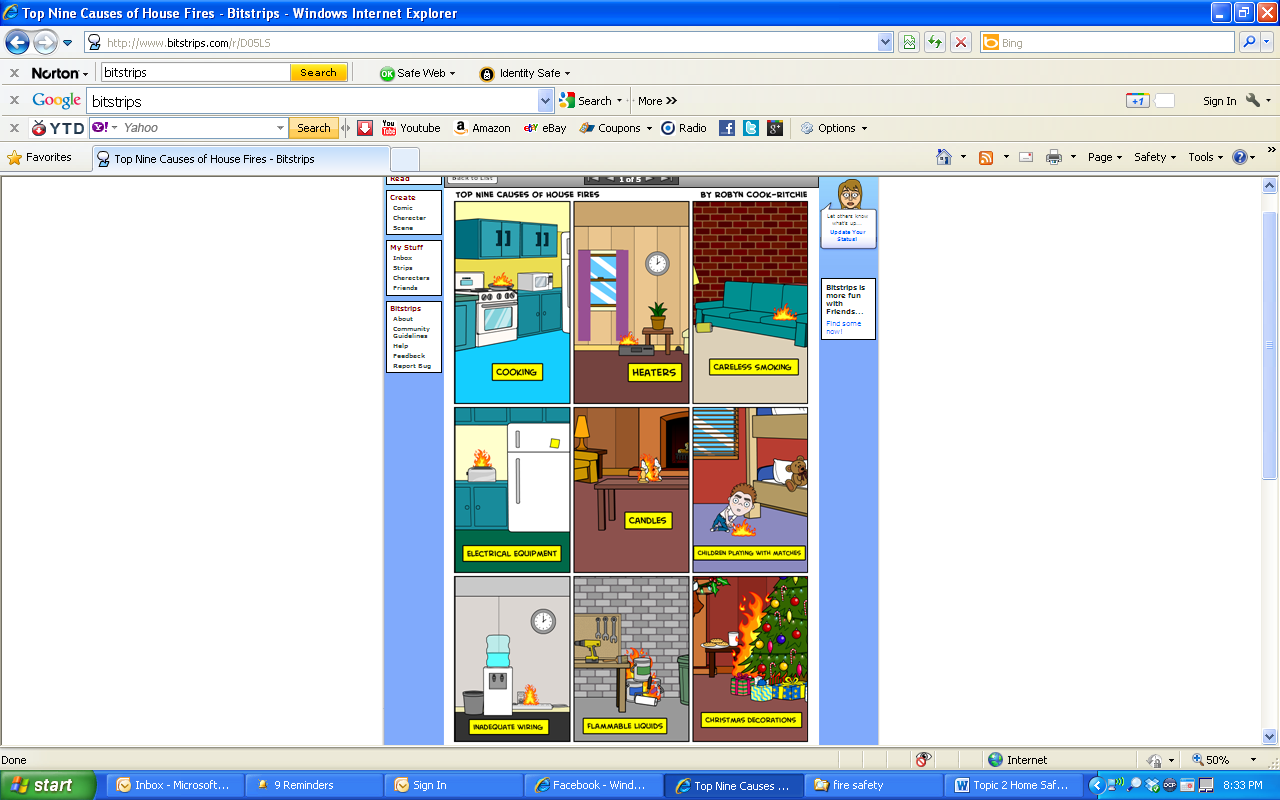
**Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Pre self-assessment**

I need to improve my skills at interpreting infographics:

* Yes
* No

|  |  |  |
| --- | --- | --- |
|  | New Words |  |
| candle  careless  Christmas  decoration | electrical  equipment  flammable  heater | inadequate  smoking  wiring |



Circle, highlight or underline three common causes of house fires in the infographic. Describe the three common causes of house fires in a sentence.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What are three different things you can do to in your home to avoid house fires?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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 an infographic about the top causes of house fires | | | |
| Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Practitioner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Performance Descriptors | **Needs Work** | **Improving** | **Excellent** |
| A2:   * scans to locate specific details * interprets brief text and common symbols * locates specific details in simple documents, such as labels and signs * requires support to identify sources and to evaluate and integrate information   B2:   * 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 |  |  |  |
| The learner needs to work on the following: | | | |
| This task was successfully completed \_\_\_\_\_\_ This task needs to be tried again \_\_\_\_\_\_ | | | |
| Practitioner Comments: | | | |
| Learner Comments: | | | |

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| Task-Based Activity: Use a website to learn about farmers’ markets |
| Laubach Connection: Laubach Way to Reading (LWR) Book 2, Lesson 12 |
| OALCF Link |
| Relevant Goal Paths  Apprenticeship Employment Independence Postsecondary Secondary School Credit  Rationale: Learners on all the goal paths will need to use the Internet to research information for a variety of different reasons. |
| Task-Based Activity Description: The learner will use a website on the Internet to learn about farmers’ markets in Ontario. |
| 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 |
| D: Use Digital Technology   * D.2 Perform well-defined, multi-step, digital tasks |
| Materials Required   * Pen or pencil and eraser * Internet access * Question sheet |

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| Overview |
| Activity Introduction  In lesson twelve you learn about the Arthurs’ farm and their trip to the local farmers’ market. Discuss with the learner if they have ever visited a farmers’ market before or a local farm to buy fresh food.  New words  This activity doesn’t introduce new words. However, the learner may need some assistance if they use new words to complete the activity.  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   * Compare the cost of buying items at the grocery store with the cost of buying items at a local farmers’ market. |

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| **Task-Based Activity: Use a website to learn about farmers’ markets** |

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

**Pre self-assessment**

I need to improve my skills at researching information on the Internet:

* Yes
* No

1. Use the search terms “farmers’ markets Ontario” to find the *Farmers’ Markets Ontario* website. Record the address of the website: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Use the market finder to locate the farmers’ market closest to where you live. What city is this market found in? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. What are the market days for your closest farmers’ market? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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: Use a website to learn about farmers’ markets | | | |
| Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Practitioner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Performance Descriptors | **Needs Work** | **Improving** | **Excellent** |
| A2:   * 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   D.2:   * 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: | | | |