

# Common Assessment for the OALCF Goal Paths

Paths  
Assessment  
Post-Secondary  
Secondary-School  
Common  
OALCF  
Goal  
Apprenticeship  
Task-based  
LBS  
Employment  
Independence

Independence



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### Project Advisory Committee

- Denyse De Bernardi, Le centre de formation du Nipissing
- Daniel Girouard, Centre d'éducation Alternative
- Lisa Houston, North Algoma Literacy Coalition
- Teena Bates Yarkie, Northern College
- Jaime Lafond, Mid North Network (MNN)
- Michel Robillard, Coalition ontarienne de formation des adultes (COFA)
- Kaitlin Taylor, Literacy Network Northeast (LNN)
- Annemarie Wesolowski, Literacy Northwest (LNW)

Project Coordinators Wendy Olson & Sandra Altenburg

Project Assistant Dorothy Daw

French Translation & Adaptation Coalition ontarienne de formation des adultes (COFA)

Independent Project Evaluator Adult Basic Education Association

Employment & Training Consultant Bartolo Pilato, MTCU

All of your efforts contributed towards the successful completion of this project.

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For further information, please contact:



1116 Waterford Street - Thunder Bay, ON P7B 5R1

Telephone (807) 622-6666 Toll-free 1-800-461-9294 Fax (807) 622-5100

Email [admin@literacynorthwest.on.ca](mailto:admin@literacynorthwest.on.ca)

Web [www.northernliteracy.ca](http://www.northernliteracy.ca)

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## Key Development Skills for Independence Goal Path

Independence Goal Path	✓	Comp. & Level	<b>Key Development Skills:</b> The Key Development Skills below list the specific skills a learner needs to develop an independence goal. These Skills were drawn from goal path-specific research and development projects in Ontario. <a href="http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Independence_Oct_11.pdf">http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Independence_Oct_11.pdf</a>	
<b>Self-Management Skills</b>			<b>Self-Governing Skills:</b>	
		E	<ul style="list-style-type: none"> <li>• Sets Goals</li> </ul>	
		E	<ul style="list-style-type: none"> <li>• Makes decisions</li> </ul>	
		E	<ul style="list-style-type: none"> <li>• Takes responsibility</li> </ul>	
		E	<ul style="list-style-type: none"> <li>• Motivates self</li> </ul>	
		E	<ul style="list-style-type: none"> <li>• Identifies self knows and understands abilities and limitations</li> </ul>	
				<b>Advocates on Behalf of Self:</b>
		E	<ul style="list-style-type: none"> <li>• Acts self-confidently</li> </ul>	
		E	<ul style="list-style-type: none"> <li>• Know rights</li> </ul>	
		E	<ul style="list-style-type: none"> <li>• Uses strategies to build and maintain self-esteem</li> </ul>	
		E	<ul style="list-style-type: none"> <li>• Understands the value of learning</li> </ul>	
		E	<ul style="list-style-type: none"> <li>• Assesses and reflects upon self</li> </ul>	
		E	<ul style="list-style-type: none"> <li>• Acts self-confidently</li> </ul>	
				<b>Working with others:</b>
		F	<ul style="list-style-type: none"> <li>• Understands and follows situational etiquette</li> </ul>	
		F	<ul style="list-style-type: none"> <li>• Respects others' views</li> </ul>	
		F	<ul style="list-style-type: none"> <li>• Uses appropriate body language</li> </ul>	
		F	<ul style="list-style-type: none"> <li>• Negotiates</li> </ul>	
		F	<ul style="list-style-type: none"> <li>• Resolves conflict</li> </ul>	
		F	<ul style="list-style-type: none"> <li>• Participates in teamwork</li> </ul>	
		F	<ul style="list-style-type: none"> <li>• Communicates effectively</li> </ul>	
		F	<ul style="list-style-type: none"> <li>• Expresses feelings and opinions</li> </ul>	
				<b>Organizational Skills:</b>
		E	<ul style="list-style-type: none"> <li>• Manages time</li> </ul>	
		E	<ul style="list-style-type: none"> <li>• Sets priorities</li> </ul>	
		E	<ul style="list-style-type: none"> <li>• Plans ahead is/prepared</li> </ul>	
		E	<ul style="list-style-type: none"> <li>• Exercises thinking skills</li> </ul>	
		E	<ul style="list-style-type: none"> <li>• Solves problems</li> </ul>	
		E	<ul style="list-style-type: none"> <li>• Understands and uses strategies</li> </ul>	

<b>Independence Goal Path</b>	✓	<b>Comp. &amp; Level</b>	<p><b>Key Development Skills:</b> The Key Development Skills below list the specific skills a learner needs to develop an independence goal. These Skills were drawn from goal path-specific research and development projects in Ontario.</p> <p><a href="http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Independence_Oct_11.pdf">http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Independence_Oct_11.pdf</a></p>
<b>Academic Key Development Skills</b>			<b>Reading</b>
		A1.1	<ul style="list-style-type: none"> <li>• Uses various decoding skills (e.g. alphabet recognition, phonics, knowledge of work parts, recognition of sight words, etc.)</li> </ul>
		A1.1	<ul style="list-style-type: none"> <li>• Uses punctuation, pictures/illustrations, context cues and personal experience to understand text</li> </ul>
		A1.1	<ul style="list-style-type: none"> <li>• Follows simple written instruction</li> </ul>
		A1.2	<ul style="list-style-type: none"> <li>• Is able to scan a short text to find a key piece of information</li> </ul>
		A1.1	<ul style="list-style-type: none"> <li>• Reads and demonstrates an understanding of a short text using basic reading strategies, personal experience, simple forms and conventions</li> </ul>
		B1.1	<ul style="list-style-type: none"> <li>• Retells a story in the correct sequence</li> </ul>
		A1.2	<ul style="list-style-type: none"> <li>• Makes simple inferences and predictions</li> </ul>
		A1.3	<ul style="list-style-type: none"> <li>• Distinguishes between fact, fiction and opinion</li> </ul>
			<b>Document Use:</b>
		B3.2a	<ul style="list-style-type: none"> <li>• Reads and completes forms with detailed personal information</li> </ul>
		A1.1 B2.1	<ul style="list-style-type: none"> <li>• Reads and writes lists, sentences and short paragraphs</li> </ul>
		A1.2	<ul style="list-style-type: none"> <li>• Reads short documents and answers simple comprehension questions</li> </ul>
		A1.2	<ul style="list-style-type: none"> <li>• Reads and understands simple instructions</li> </ul>
		A1.2	<ul style="list-style-type: none"> <li>• Uses and understands simple instructions</li> </ul>
		A2.1	<ul style="list-style-type: none"> <li>• Uses and understands simple visual materials to support written text</li> </ul>
		B2.2	<ul style="list-style-type: none"> <li>• Understands and uses common writing mechanics (e.g. capitals for pronouns, apostrophes in contractions, commas for lists, common abbreviation, etc.)</li> </ul>
		A2.1	<ul style="list-style-type: none"> <li>• Interprets simple signs and symbols that are found every day or are related to specific goals</li> </ul>

<b>Independence Goal Path</b>	✓	<b>Comp. &amp; Level</b>	<b>Key Development Skills:</b> The Key Development Skills below list the specific skills a learner needs to develop an independence goal. These Skills were drawn from goal path-specific research and development projects in Ontario. <a href="http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Independence_Oct_11.pdf">http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Independence_Oct_11.pdf</a>
<b>Academic Key Development Skills</b>			<b>Numeracy:</b>
		C4.1	<ul style="list-style-type: none"> <li>• Reads and writes numbers found every day, numerically and in words</li> </ul>
		C1.2	<ul style="list-style-type: none"> <li>• Estimates costs for simple purchases</li> </ul>
		C1.1	<ul style="list-style-type: none"> <li>• Uses basic math operations to solve simple life problems</li> </ul>
		C3.1	<ul style="list-style-type: none"> <li>• Measures length, perimeter, area, capacity, time and temperature using common standard units</li> </ul>
		C3.2	<ul style="list-style-type: none"> <li>• Describes the relationships between units of measure</li> </ul>
		C4.2	<ul style="list-style-type: none"> <li>• Interprets data on graphs and tables and expresses understanding</li> </ul>
		D.1	<ul style="list-style-type: none"> <li>• Uses a calculator</li> </ul>
<b>Additional Key Development Skills</b>			<b>Soft Skills, Thinking Skills, People Skills:</b>
		E.3	<ul style="list-style-type: none"> <li>• Uses critical thinking skills</li> </ul>
		E.3	<ul style="list-style-type: none"> <li>• Makes wise decisions</li> </ul>
		E.3	<ul style="list-style-type: none"> <li>• Has strategies to solve a wide range of problems</li> </ul>
		E.3	<ul style="list-style-type: none"> <li>• Make arrangements to meet needs (child care, transportation etc.)</li> </ul>
		E.3	<ul style="list-style-type: none"> <li>• Prioritizes, organizes and manages tasks</li> </ul>
		E.3	<ul style="list-style-type: none"> <li>• Copes with change</li> </ul>
		E.3	<ul style="list-style-type: none"> <li>• Makes positive social connections</li> </ul>
		E.3	<ul style="list-style-type: none"> <li>• Show respect for others</li> </ul>
		E.3	<ul style="list-style-type: none"> <li>• Offers and receives constructive criticism</li> </ul>
	E.3	<ul style="list-style-type: none"> <li>• Uses positive strategies for handling stress</li> </ul>	

## Independence Goal Path --- Index of Activities

Competency	Task Group	Name of Activity	Other Competencies
<b>A: Find &amp; Use Information</b>  <b>Read Continuous Text</b>	A1.1	Bulletin Board Notice	B2.1 Write Continuous Text A2.1 Interpret Documents
	A1.2	How to Fix a Blocked Drain	A2.1 Interpret Documents B1.1 Interact with Others
	A1.3	Clarifying Our Values	B2.3 Complete & Create Documents
<b>Interpret Documents</b>	A2.1	Recipe For Meatloaf	B1.1 Interact with Others
	A2.2	Value of Stocks	B1.1 Interact with Others C4.1 Manage Money
	A2.3	Your Guide for Local Food	A1.1 Read Continuous Text B2.1 Write Continuous Text D3 Use Digital Technology
<b>Extract info from films, broadcasts and presentations</b>	A3.3	Extract info from films, broadcasts and presentations	D.2 Use Digital Technology E Manage Learning F Engage with Others

Competency	Task Group	Name of Activity	Other Competencies
<b>B: Communicate Ideas and Information</b>  <b>Interact with Others</b>	B1.1	Telephone Message	B2.1 Write Continuous Text B3.1 Complete& Create Documents F Engage with Others
	B1.2	Deciding What's Relevant	A1.2 Read Continuous Text A2.1 Interpret Documents F Engage with Others
	B1.3	Benefits of Quitting of Smoking	A1.3 Extract Info A2.3 Interpret Documents B2.3 Write Continuous Text F Engage with Others
<b>Write Continuous Text</b>	B2.1	Writing Sample	B1.1 Interact with Others
	B2.2	Letter from Kelly	A1.2 Read Continuous Text B1.1 Interact with Others
	B2.3	Smoking Flyer	A1.2 Read Continuous Text A2.2 Interpret Documents



<b>Competency</b>	<b>Task Group</b>	<b>Name of Activity</b>	<b>Other Competencies</b>
<b>B: Communicate Ideas and Information</b>  <b>Complete &amp; Create Documents</b>	B3.1a (entries)	Birthday Ad	A1.1 Read Continuous Text A2.1 Interpret Documents B2.1 Write Continuous Text
	B3.1b (create)	Create a Shopping List	A2.1 Interpret Documents B1.1 Interact with Others C1.1 Manage Money
	B3.2a (entries)	Taking a Message	A1.2 Read Continuous Text A2.2 Interpret Documents B1.1 Interact with Others B2.1 Write Continuous Text F Engage with Others
	B3.2b (create)	Creating a Personal Budget	A2.2 Interpret Documents C1.3 Manage Money
	B3.3a (entries)	Completing a Program Application	A2.3 Interpret Documents
	B3.3b (create)	Scheduling an Activity	D3 Using Digital Technology
<b>Express oneself creatively</b>	B4	Life Is A Circle	B1.1 Interact with Others B1.2 Interact with Others F Engage with Others

<b>Competency</b>	<b>Task Group</b>	<b>Name of Activity</b>	<b>Other Competencies</b>
<b>C: Understand and Use Numbers</b>  <b>Manage Money</b>	C1.1	Garage Sale	A2.1 Interpret Documents B1.1 Interact with Others
	C1.2	Managing Pay	A2.1, A2.2 Interpret Documents B3.1a Complete Documents C1.1 Manage Money
	C1.3	Help Wanted	A1.2 Read Continuous Text B3.2a Complete Documents
<b>Manage Time</b>	C2.1	Reading Times and Dates	A1.1 Read Continuous Text B2.1 Write Continuous Text C4.1 Manage Data
	C2.2	Converting Time	A2.1 Interpret Documents B3.1a Complete Documents
	C2.3	Organizing Household Schedules	A1.2 Read Continuous Text A2.2 Interpret Documents B2.1 Write Continuous Text B3.1a Complete Documents

<b>Competency</b>	<b>Task Group</b>	<b>Name of Activity</b>	<b>Other Competencies</b>
<b>C: Understand and Use Numbers</b>  <b>Use Measures</b>	C3.1	Dimensions of a Door	A1.1 Read Continuous Text
	C3.2	Decorating a Room	A1.2 Read Continuous Text A2.1 Interpret Documents B3.1a Complete Documents C1.2 Manage Money
	C3.3	Backyard Swimming Pool	A1.1 Read Continuous Text A2.2 Interpret Documents B3.1 Complete Documents
<b>Manage Data</b>	C4.1	Comparing Long Distance Calls	A1.1 Read Continuous Text A2.1 Interpret Documents
	C4.2	Analyzing Personal Data	A2.2 Interpret Documents B3.2b Create Documents D2-( if using the computer)
	C4.3	Training Needs Analysis	A2.3 Interpret Documents B2.2 Write Continuous Text

<b>Competency</b>	<b>Task Group</b>	<b>Name of Activity</b>	<b>Other Competencies</b>
<b>D: Use Digital Technology</b> Perform simple digital tasks	D.1	Logging In	A1.1 Read Continuous Text
Perform well-defined, multi-step digital tasks	D.2	Internet and Email Basics	B2.1 & B2.2 Write Continuous Text
Experiment and problem solve to perform multi-step digital tasks	D.3	Create a Flyer	B2.2 Write Continuous Text B3.2a Complete Documents

Competency	Task Group	Name of Activity	Other Competencies
<b>E: Manage Learning</b>	E.1	Welcome Package Level 1	A1.2 Read Continuous Text A2.1 Interpret Documents B1.1 Interact with Others B2.1 Write Continuous Text B3.1a Complete Documents F Engage with Others
	E.2	Welcome Package Level 2	A1.2 Read Continuous Text A2.2 Interpret Documents B2.2 Write Continuous Text B3.2a Complete Documents F Engage with Others
	E.3	Orientation Package	A1.3 Read Continuous Text A2.3 Interpret Documents B2.3 Write Continuous Text B3.2a Complete Documents F Engage with Others
<b>F: Engage with Others</b>	F	Working with Others Self-Assessment	B3.2a Complete Documents



## Bulletin Board Notice

**Other Task Groups and Levels:**  
A2.1  
B2.1

### Performance Descriptors

- Decodes words and makes meaning of sentences in a single text
- Reads short text to locate a single piece of information
- Follows the sequence of events in straightforward chronological texts
- Follows simple, straightforward instructional text
- Writes simple texts to request, remind and inform

### Embedded Skills

- Reads text having familiar everyday content
- Reads text with simple concrete information in simple familiar wording
- Uses context cues and personal experience to gather meaning from the text
- Uses knowledge of basic grammar, predictable word patterns and basic sentence structure in speech to understand phrases and sentences.

### Practitioner Instructions

Have the learner read the bulletin board notice and answer the questions.

### Practitioner Notes

Successful	Yes	No
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### Additional Sample Tasks

#### Dishwasher Detergent Label

[http://taskbasedactivitiesforbs.ca/sites/default/files/pdf/DishwasherDetergentLabel\\_EI\\_A1.1\\_A2.1\\_A2.2\\_B2.1.pdf](http://taskbasedactivitiesforbs.ca/sites/default/files/pdf/DishwasherDetergentLabel_EI_A1.1_A2.1_A2.2_B2.1.pdf)

#### Read Everyday Flyers Independence

[http://taskbasedactivitiesforbs.ca/sites/default/files/pdf/ReadEverydayFlyers\\_I\\_A1.1\\_A1.2\\_A2.1\\_B2.1\\_B3.1a\\_C2.1.pdf](http://taskbasedactivitiesforbs.ca/sites/default/files/pdf/ReadEverydayFlyers_I_A1.1_A1.2_A2.1_B2.1_B3.1a_C2.1.pdf)

Developed by:

Dryden Literacy  
Association

## Bulletin Board Notice

### Lost

A women's white and black handbag, with a silver buckle in City Park (east end, last Friday, April 20<sup>th</sup> .

- Contains medicine, make-up and ID cards

Please call Mary at 421-7589 between 9a.m. – 4p.m. during the day, or 421-7676 in the evening.

*Reward \$50.00*

1. What is the name of the woman who lost her purse?
2. Where did she lose her purse?
3. How much is the reward being offered?
4. What items are in her purse?
5. Which number would you call after supper?
6. What day did she lose her purse on?



# How to Fix a Blocked Drain

Other Task Groups and Levels:  
A2.1  
B1.1

## Performance Descriptors

- Makes connections between sentences and between paragraphs in a single text
- Scans text to locate information
- Locates multiple pieces of information in simple texts
- Reads more complex texts to locate a single piece of information
- Makes low level inferences
- Follows the main events of descriptive, narrative, and informational text
- Obtains information from detailed reading

## Embedded Skills

- Uses phonics and knowledge of word parts to decode more easily
- Uses knowledge of basic grammar, predictable word patterns and sentence structure and writing to understand word phrases and sentences
- Uses knowledge of basic spelling conventions and simple punctuation
- Uses context cues and personal experience to gather meaning from the text
- Scans to find simple information

## Practitioner Instructions

Review the activity with the learner and have them answer the questions. Provide extra paper as needed.

## Practitioner Notes

Successful	Yes	No
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### Additional Sample Tasks

#### Reading for Health

[http://taskbasedactivitiesforlbs.pbworks.com/w/file/54242704/Reading%20for%20Health\\_L1-2Task\\_Indep%20%2B%20Secondary%2BPost%20Sec.doc](http://taskbasedactivitiesforlbs.pbworks.com/w/file/54242704/Reading%20for%20Health_L1-2Task_Indep%20%2B%20Secondary%2BPost%20Sec.doc)

#### Reading Between the Lines

BBC Skillswise

<http://www.bbc.co.uk/skillswise/worksheet/en07unde-l1-w-reading-between-the-lines>

Adapted From:

Common Assessment of Basic Skills, Print based



# How to Fix a Blocked Drain

If the water is not draining out of your kitchen or bathroom sink it is probably because something is blocking the drain pipe. It could be hair, grease, food or other junk. Here are a few suggestions you could try to unblock the sink.

1. First, try using a plunger. The best type to use is one with a wide, flat opening that sits firmly on the bottom of the sink, touching it all the way around. Run a little water into the sink. Plug the overflow hole and then plunge it up and down several times to build up pressure. Then pull the plunger off the drain. This should pull the stoppage up with it. If this doesn't work, try suggestion #2.
2. Pour about half a bottle of liquid drain cleaner into the drain. Be careful! This can burn your skin. Let it sit for fifteen minutes then flush it out with hot water. If this still hasn't worked, try suggestion #3.
3. Push a piece of garden hose into the drain, turning it round and round as it goes down. Be careful not to let the water and drain cleaner splash you.

If none of these suggestions works, you've definitely got a blocked drain.

## Questions: (please answer on a separate piece of paper)

- 1) What are some of the things that cause a blocked drain?
- 2) Before using the plunger you should plug the\_\_\_\_\_.
- 3) How much drain cleaner do you pour in?
- 4) How do you think the hose works to unblock the drain?
- 5) Why do the instructions say, "Be careful not to let the water and drain cleaner splash on you"?
- 6) If these suggestions do not work, what should you do next?

# Clarifying Our Values

Other Task Groups and Levels:  
B2.3

## Performance Descriptors



- Integrates several pieces of information from texts
- Manages unfamiliar elements ( e.g. vocabulary, context and topics) to complete tasks
- Identifies the purpose and relevance of the text
- Skims to get the gist of longer texts
- Begins to recognize bias and points of view in texts
- Infers meaning which is not explicit in text
- Obtains information from detailed reading
- Follows the main events of descriptive, narrative, informational, and persuasive texts

## Embedded Skills

- Selects appropriate reading strategies; skims to get an overview of the content: scans to find specific information
- Writes to compare, explain and evaluate information
- Makes more complex inferences

## Practitioner Instructions

- Review the activity with the learner and have them respond to the questions. Instruct the learner to answer with well-developed written responses. Provide extra paper as needed.

## Practitioner Notes

Successful	Yes	No
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### Additional Sample Tasks

#### Letter to the Editor

CABS-Print based,  
Pg. 213

#### Skimming a School Prospectus

<http://www.bbc.co.uk/skills/wise/worksheet/en05skim-11-w-skimming-a-school-prospectus>

Adapted From:

Common Assessment of Basic Skills– Print based,  
Pg. 228

## **Clarifying Our Values (Complex Choices Mean Clarifying Our Values)**

In *The Road Less Traveled* and *Beyond*, Scott Peck observes that life is complex and there are no easy answers. With the incredible array of choices flowing towards us, I would agree.

We have choices about which banking card to use, which long distance provider to select, what career path to enter, or leave behind, how many television channels to have, where to shop and what to buy, and even what lifestyle choices to make. Every aspect of life involves choices, and we never had so many options.

It's wonderful to have choices. But we sometimes fail to grasp what an important role our beliefs and values play in these choices. Every time we confront a choice, and make one, our core values are involved. Knowing who we are and what is really important to us makes the choice easier. For example, I value simplicity, reliability, and human interaction when it comes to buying goods and services, and these values make shopping choices a bit more manageable. Even if it's cheaper on the internet, this method of shopping is too complex for me and the human link with people in my community is missing.

When individuals – either students or working people- ask me for advice about their career options, I always start by asking them what they really love to do. What kind of activity brings them joy, gives them a feeling that their talents and experiences are being put to a good use? Do they like to work with numbers or with people? Do they value the security of an office, or the freedom to roam? Depending on their answers, we start to discuss options.

If we don't know what we value, the world can be a terrifying landscape of choices. And we can let others make choices that are fundamentally wrong for us. For example, I meet many students who let their parents shape their career choices. The parent says, "If you take accounting, I pay; but if you take music or psychology, you pay!" In the long run, this is a recipe for stress and discomfort.

When our core values are out of alignment with our reality, we eventually regret our choices. Now this probably strikes most readers as common sense. Yet I am always surprised how few people actually understand the linkage between value and choices. Conflict in organizations and groups usually involves differences in fundamental values, or lack of alignment between words and reality. Workers value security and a supportive

working environment while managers value efficiency and reduced costs. Some leaders push for fast economic growth and development in our communities while others want more cautious growth that is sensitive to history.

In today's complex world we should spend more time clarifying our core values, and leaders should be wary of selling solutions which conflict with the values of the community. Choices which violate our values are always bad choices down the road for individuals, organizations and countries.

# Clarifying Our Values

## Questions

1. What do the following words mean?

Core values  
Security of the office  
Landscape of choices  
Out of alignment  
Wary  
Down the road

2. Who is this article most likely written for?

- i. People thinking of changing jobs?
- ii. Company managers?
- iii. World leaders?

3. When you're thinking of a career change, the writer suggests you ask yourself certain questions. Give two examples. Then add a question of your own.

4. What types of jobs would you suggest for someone who likes the "freedom to roam"?

5. Why does the writer not like to shop over the internet?

6. How might a job choice that violates your values be bad "down the road"?

7. What are some of the values which help you to decide what your ideal job would be?

A2

Task Group: Interpret Documents

Level 1



# Recipe For Meatloaf

Other Task Groups and Levels:  
B1.1

## Performance Descriptors

- Scans to locate specific details
- Interprets brief text and common symbols
- Locates specific details in simple documents such as labels and

## Embedded Skills

- Uses knowledge of alphabet and basic phonics to decode common words
- Use context cues and personal experience to gather meaning from the text
- Use pictures and illustrations to determine the meaning of unfamiliar words
- Reads symbols and common sight words from everyday life

## Practitioner Instructions

Review the activity and ask the learner to read the list of equipment ingredients and instructions out loud. Note: if they are actually reading the exact words or just using pictures.

## Practitioner Notes

### Additional Sample Tasks

#### Reading Everyday Lists

[http://taskbasedactivitiesforlbrs.ca/sites/default/files/pdf/MakeGroceryList\\_I\\_A2.1\\_B1.1\\_B3.1b\\_C1.1.pdf](http://taskbasedactivitiesforlbrs.ca/sites/default/files/pdf/MakeGroceryList_I_A2.1_B1.1_B3.1b_C1.1.pdf)

#### Safety Labels

[http://taskbasedactivitiesforlbrs.ca/sites/default/files/pdf/SafetyLabels\\_I\\_A1.1\\_A1.2\\_A2.1\\_B1.1\\_E1.pdf](http://taskbasedactivitiesforlbrs.ca/sites/default/files/pdf/SafetyLabels_I_A1.1_A1.2_A2.1_B1.1_E1.pdf)

Adapted From:

Common Assessment of  
Basic Skills

Successful	Yes	No
------------	-----	----

# Recipe for Meatloaf (Part A)

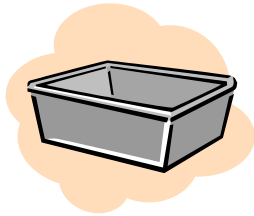
Look at the following recipe for meatloaf and say it out loud:  
You will need:



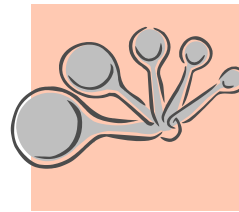
Large Bowl



Measuring Cup



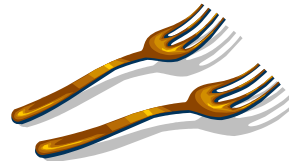
Loaf Pan



Measuring Spoons



Grater



Fork



Cutting Board

## Recipe for Meatloaf (Part B)



750g Ground Beef 1-1/2 lb.



2 ml ½ tsp.  
Grated Lemon Rind



250 ml Rolled Oats 1 cup



1 Onion



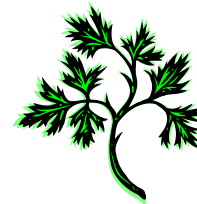
1 Egg



2ml Salt ½ tsp.



1 ml Pepper ¼ tsp.



30 ml Parsley 2tbs.





# Value of Stocks

**Other Task Groups and Levels:**  
B1.1  
C4.1

## Performance Descriptors

- 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 low level inferences
- Begins to identify sources and evaluate information

## Embedded Skills

- Skims to understand the purpose and use of the document
- Evaluates data presented on line graphs and discusses patterns in the data
- Uses patterns in a list of values to make predictions

## Practitioner Instructions

Review the graph with the learner. If needed, provide some context by briefly discussing how the values of investment stocks vary from day to day and why investors watch this information carefully.

Have the learner answer the corresponding questions. The answer to Question #2 is an approximation. Accept any reasonable value.

Provide extra paper as needed.

## Practitioner Notes

Successful	Yes	No
------------	-----	----

## Additional Sample Tasks

### Dishwasher Detergent Label

[http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/DishwasherDetergentLabel\\_EI\\_A1.1\\_A2.1\\_A2.2\\_B2.1.pdf](http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/DishwasherDetergentLabel_EI_A1.1_A2.1_A2.2_B2.1.pdf)

### Read a Mall Directory

Task Based Activities for LBS

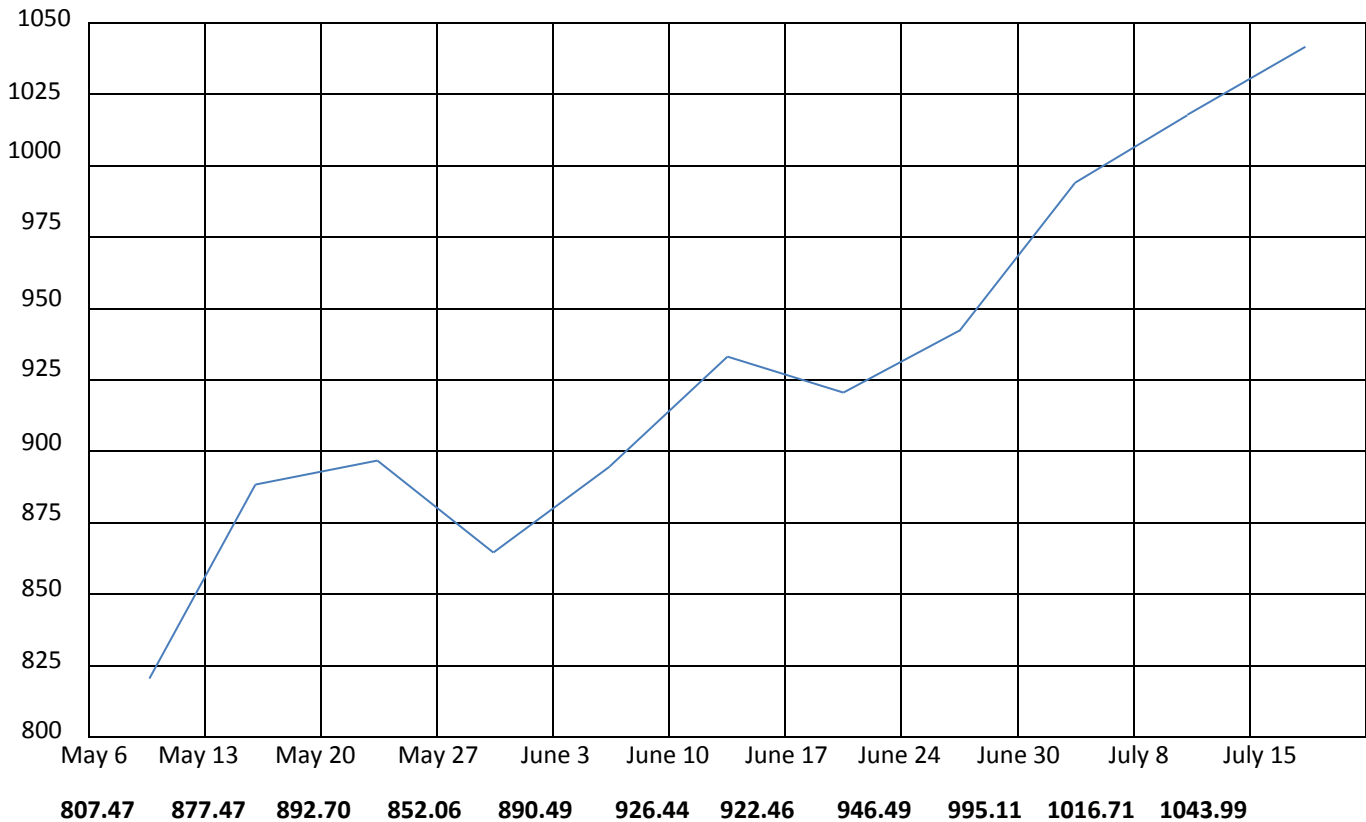
[http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/ReadaMallDirectory\\_I\\_A2.2\\_B2.1\\_C2.2\\_E.1.pdf](http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/ReadaMallDirectory_I_A2.2_B2.1_C2.2_E.1.pdf)

Adapted From:

Common Assessment of Basic Skills

# Value of Stocks

## Index of Technology Stocks



This graph is for information purposes only and therefore no investment recommendations are being made here. Before making an investment decision you should contact an advisor. We hope you enjoy the KITS 30 and we trust it will provide you with useful information on this exciting segment of the Canadian stock market.

### Questions

1. What is the trend of these stock values? In general, are they increasing or decreasing?
2. What do you predict their value will be on July 22<sup>nd</sup>?
3. On which days did the values not increase?

# Your Guide for Local Food

**Other Task Groups and Levels:**  
A1.2  
B2.1  
D.2

## Performance Descriptors

- Performs complex searches using multiple search criteria
- Integrates several pieces of information from documents
- Uses layout to locate information
- Identifies the purpose and relevance of documents
- Makes inferences and draws conclusions from information displays
- Identifies sources, evaluates and integrates information



## Embedded Skills

- Uses various conventions of formal texts, charts and lists to locate and interpret information
- Scans and rereads to find simple information
- Uses pictures and illustrations to gather information about the text
- Text is familiar with general relevance and concrete wording
- Follows simple written instructions

## Practitioner Instructions

Click on the following link and have the learner respond to the questions.

[http://www.dryden.ca/UserFiles/Servers/Server\\_6/File/Dryden%20Food%20Council%20Brochure.pdf](http://www.dryden.ca/UserFiles/Servers/Server_6/File/Dryden%20Food%20Council%20Brochure.pdf)

Provide extra paper as needed.

## Additional Sample Tasks

**Questions 9 and 10, Document Use Indicator (Office of Literacy and Essential Skills)**

[http://www.hrsdc.gc.ca/eng/job/s/les/docs/tools/du\\_indicator.pdf](http://www.hrsdc.gc.ca/eng/job/s/les/docs/tools/du_indicator.pdf)

## Safety Labels

Recognizing Life's Work, Helping Learners Connect Their Skills from Home to Work

Pet Care, pg. 195,

Learning Activity #2

Developed by:

Dryden Literacy Association

## Practitioner Notes

Successful	Yes	No
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# Your Guide for Local Food

1. What is the purpose of this brochure and who produced it?
2. Which local food provider is furthest from the community of Dryden?
3. How many food providers offer just meat products?
4. How many local food providers are open year round?
5. What kinds of products are available all year round?
6. What products are only available 2 months of the year?
7. How does buying locally benefit communities, consumers and farmers?
8. Would you consider to shop locally? Why or why not?

A3

Competency: Find and Use Information

Not  
Rated

## Extract Information from Films, Broadcasts and Presentations

Other Task Groups and Levels:

D.2

E

F

### Performance Descriptors (no indicators)

Types of tasks learners can do at the end of this task group

- Observe a demonstration to learn about the uses of a new product
- Listen to a Podcast to learn about recent events
- Watch a webinar to learn about a topic

### Embedded Skills

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses strategies to check and increase understanding (takes notes listing unfamiliar vocabulary and key points, replays audio/video and transcribes information)
- Identifies the main idea and supporting detail and summaries content of sustained forms or oral communication containing implicit information and specialized vocabulary

### Practitioner Instructions

Review the activity with the learner and have them follow the links to watch the videos and complete the learning activities. This activity requires the instructor to be present.

- 1) **Preparing for A Doctors Appointment, The Learning Edge-Issue 1;**  
<http://www.thewclc.ca/edge/issue1/index.html>
- 2) **Health Feature-Feeling the Blues, The Learning Edge-Issue 2;**  
<http://www.thewclc.ca/edge/issue2/index.html>

### Additional Sample Tasks

#### Food Safety

Public Health Agency of Canada

<http://www.phac-aspc.gc.ca/fs-sa/videos/index-eng.php>

#### Everyday Life Videos

GCF Learn Free

<http://www.gcflearnfree.org/everydaylife>

### Practitioner Notes



Successful	Yes	No
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Adapted From:

The Learning Edge,  
[www.thewclc.ca/edge](http://www.thewclc.ca/edge)

# Telephone Message

**Other Task Groups and Levels:**  
 A1.1  
 B2.1  
 B3.1a  
 F



## Performance Descriptors

- Conveys information on familiar topics
- Chooses appropriate language in exchanges with clearly defined purposes
- Participates in short, simple exchanges
- Gives short, straightforward instructions or directions
- Speaks or signs clearly in a focused and organized way
- Repeats or questions to confirm understanding

## Embedded Skills

- Understand simple information given by another individual through speech
- Uses pauses and repetition effectively for emphasis in speech
- Uses and interprets non-verbal cues
- Writes simple notes

## Practitioner Instructions

Review the activity with the learner and remind them to make sure they relay all the message details.

## Practitioner Notes

Successful	Yes	No
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## Additional Sample Tasks

### Reporting Emergency

[http://taskbasedactivitiesforlrb.ca/sites/default/files/pdf/ReportinganEmergency\\_I\\_A1.1\\_B1.1.pdf](http://taskbasedactivitiesforlrb.ca/sites/default/files/pdf/ReportinganEmergency_I_A1.1_B1.1.pdf)

### Document Use Self-Assessment

Office of Literacy and Essential Skills

[http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/du\\_self\\_assessment.pdf](http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/du_self_assessment.pdf)

Adapted From:

Common Assessment of Basic Skills

# Telephone Message

1. Read the following script
2. Complete the message form
3. Verbally relay the message to your instructor

Hello, this is Joe's tutor, Marg, and I am calling from the Read-Write Centre. Please let him know that I cannot meet with him tomorrow morning as I have a dentist appointment. I would like to meet him instead on Monday morning at 10 a.m. If this time is not good for Joe, he should call me at 613-9269.

To	Date	Time
<b>From</b>	<input type="checkbox"/> telephoned	
<b>Phone message</b>	<input type="checkbox"/> called to see you	
	<input type="checkbox"/> please call back	
	<input type="checkbox"/> will call again	
	<input type="checkbox"/> left the following message	

## Deciding What's Relevant

### Performance Descriptors

- 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
- Uses strategies to maintain communication, such as encouraging responses from others and asking questions
- Speaks or signs clearly in a focused and organized way
- Rephrases to confirm or increase understanding
- Uses and interprets non-verbal cues (i.e. body language, facial expressions, gestures)

### Embedded Skills

- Retells simple information
- Presents ideas and information in a sensible order
- Listens to and contributes to discussion on familiar topics expressing own ideas and opinions and responding to questions and comments
- Reflects on what is heard
- Uses basic strategies to check understanding (ask questions, asks for repetition)

### Practitioner Instructions

Review the activity with the learner and have them complete the questions. Provide extra paper as needed.

### Practitioner Notes

#### Other Task Groups and Levels:

A1.2

A2.1

B2.1

F

#### Additional Sample Tasks

##### OALCF

##### Implementation Strategy

<http://www.lbspracticionertraining.com/images/stories/PDF/NewerISR/10.%20self-assessment%20independence.pdf>

##### Oral Communication Self-Assessment

Office of Literacy and Essential Skills

[http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/oc\\_self\\_assessment.pdf](http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/oc_self_assessment.pdf)

Adapted From:

BBC Skillswise


Successful	Yes	No
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# Deciding What's Relevant

Your aunt is visiting you for a couple of weeks. She's not sure how to use your washing machine and asks you to explain. What do you think would be the main points when explaining how to use the washing machine?

Circle the points you think are most relevant - one example has been done for you, can you find four more?

We've had the machine for Ten years	It takes about an hour	We had the machine serviced last year
 Check the labels for recommended temperatures		Remember to separate the whites from colors
We bought the machine from the shop on the high street	It's very noisy	This is how to select the program
	We use the machine every couple of days	The detergent and conditioner are cheaper at the supermarket
Put the detergent in this drawer	The cold water supply is at the back	

1. Now think of a situation where you might have to explain how to use something else - it might be a piece of equipment you use at work or home.
2. Make a list of the **main points** you should include in your explanation.
3. Now practice by giving your explanation to a friend. Ask your friend if your explanation was clear.

# Benefits of Quitting Smoking



## Performance Descriptors

- Shows an awareness of factors that affect interactions, such as differences in opinion and ideas, and social, linguistic and cultural differences
- Manages unfamiliar elements (e.g. vocabulary, context, topic, ) to complete tasks
- Participates in lengthier exchanges to problem solve and explore issues
- Varies, speed, tone, and emphasis to increase effectiveness of exchanges
- Uses strategies to maintain communication, such as encouraging responses from others and asking questions
- Speaks and signs clearly in a focused and organized way

## Embedded Skills

- Uses formal and informal language appropriately
- Is aware of the audience while presenting (notifies if people are not listening, responds appropriately)
- Expresses ideas and opinions confidently, justifying them with details, evidence, facts and examples

## Practitioner Instructions

Have the learner access the following link on “Quitting Smoking” and decide on the best way possible to put together a presentation to deliver to other learners within the program. The presentation must give all the information and the learner must include a question and answer period.

The instructor may give alternate ways of presenting (presentation, verbal)

<http://www.mhp.gov.on.ca/en/smoke-free/quit/QuitBrochure-EN.pdf>

## Practitioner Notes

Successful	Yes	No
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### Other Task Groups and Levels:

A1.3  
A2.3  
B2.3  
F

### Additional Sample Tasks

#### Office of Literacy and Essential Skills

[http://www.hrsdc.gc.ca/eng/jo/bs/les/docs/tools/oc\\_self\\_assessment.pdf](http://www.hrsdc.gc.ca/eng/jo/bs/les/docs/tools/oc_self_assessment.pdf)

#### BBC Skillswise

1. Factsheet, Listening and Responding
2. Worksheet, Giving an Opinion
3. Video, Giving an Opinion on Digital Music

<http://www.bbc.co.uk/skillswise/topic/communication-skills/resources/11>

Adapted From:

Essential Skills for Personal Success -Print based

## Writing Sample

Other Task Groups and Levels:  
B4

### Performance Descriptors

- Writes simple text 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

### Embedded Skills

- Writer writes for some specific, personally relevant purpose, using a few simple forms and sentences, a familiar vocabulary, and some basic grammar, punctuation and spelling
- Describes experiences
- Writes simple sentences to express thoughts

### Practitioner Instructions

Ask the learner to write about a familiar subject, it could be about goals, their hobbies and interests, or a personal event.

Examine the results that the learner produces and compare it to your OALCF Curriculum Framework to identify the level of writing they produce.

Note: This activity may cross all levels of competency depending on what the learner produces in writing.

### Practitioner Notes

#### Additional Sample Tasks

##### Write a Note to Teacher

[http://taskbasedactivitiesforlrb.ca/sites/default/files/pdf/WriteaNotetoTeacher\\_I\\_B2.1.pdf](http://taskbasedactivitiesforlrb.ca/sites/default/files/pdf/WriteaNotetoTeacher_I_B2.1.pdf)

##### Personal Information

Common Assessment of Basic Skills

Print based, pg. 93

Adapted From:

Common Assessment of Basic Skills

Successful	Yes	No
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## Letter from Kelly

Other Task Groups and Levels:  
A1.2  
B1.1

### Performance Descriptors

- Writes text to explain or 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)
- Connects ideas using paragraph structure
- Uses a limited range of vocabulary and punctuation appropriate to the task
- Begins to select words and tone appropriate to the task
- Begins to organize writing to communicate effectively

### Embedded Skills

- Use context cues and personal experience to gather meaning from the text
- Begins to make simple inferences
- Writes simple letters and paragraphs
- Organizes thoughts to convey a main idea in a paragraph
- Uses organizers such as titles or basic parts of a letter

### Practitioner Instructions

Ask the learner to read the letter out loud and note if they experience any decoding difficulties. After a brief discussion about what to write, the student replies to the letter.

### Practitioner Notes

Successful	Yes	No
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### Additional Sample Tasks

#### Write Thank You Cards

Recognizing Life's Work, pg. 52

#### Letter to Robin

CABS Online

[http://www.lleo.ca/col/cabs\\_online.html](http://www.lleo.ca/col/cabs_online.html)

(requires registration)

#### Writing a Personal Letter

[http://taskbasedactivitiesforlbc.ca/sites/default/files/pdf/PersonalLetter\\_I\\_A1.1\\_B2.1\\_B2.2.pdf](http://taskbasedactivitiesforlbc.ca/sites/default/files/pdf/PersonalLetter_I_A1.1_B2.1_B2.2.pdf)

Adapted From:

Common Assessment of Basic Skills

# Letter from Kelly

754 Queen Street  
Kingstown, ON  
K2K 4X8  
July 25, 2013

Dear Kelly,

It must be at least three years since we've written to each other. How are you doing? How is your family? I'm fine, especially now that I've moved to my new apartment. Did you notice the new address at the top of this page? I've been very busy moving in here and fixing the place up.

I'm enjoying my summer in the city. There are a lot of people playing music on the main street, and it's nice to stop and listen to them for a while. I even drop a bit of change into their hats when I can spare it. I also go fishing not far from here in the river but I haven't caught anything yet.

I want to let you know that the next time you come to town you're welcome to stay at my place because now I have an extra bedroom. It would be fun to go fishing, go out for a meal or just simply hang around and chat.

Write soon and let me know how you and your family are doing and when you plan to come and visit.

Cheers, Robin

**Your Reply:**

**B2**

Task Group: Write Continuous Text

**Level 3**



# Smoking Flyer

**Other Task Groups and Levels:**  
A1.2  
A2.2

## Performance Descriptors

- Writes text to present information, express opinions, present arguments, convey ideas, or persuade
- Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks
- Selects and used vocabulary, tone, and structure appropriate to the task
- Organizes and sequences writing to communicate effectively
- Uses a variety of vocabulary, structures, and approaches to convey main ideas with supporting details

## Embedded Skills

- Uses proper punctuation, spelling and grammar
- Writes simple and compound sentences
- Uses a variety of sentence types correctly and appropriately
- Uses connecting words to correctly link ideas in a paragraphs

## Practitioner Instructions

Have the learner click on the following link to access the task:

[http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/SmokingFlyer\\_SI\\_A1.2\\_A2.2\\_B2.3.pdf](http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/SmokingFlyer_SI_A1.2_A2.2_B2.3.pdf)

## Practitioner Notes

Successful	Yes	No
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### Additional Sample Tasks

#### Writing an Email to Grandma

Recognizing Life's Work  
pg. 11

#### Essay Topics

CABS, Print Based  
Pg. 214 & 215

Adapted From:

<http://taskbasedactivitiesforlbs.ca>

# Smoking Flyer

**Learner:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Part 1

Read the information sheet **GET Ready to Make Smoking History**.

1. Summarize the flyer \_\_\_\_\_

---

---

2. Where can someone get help if they want to quit smoking?

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---

3. When did restaurants in Toronto become smoke free?

---

4. When is national Smoking Week? \_\_\_\_\_

5. After June 1, 2004, where can someone smoke in a casino? \_\_\_\_\_

---



## Part 2

Read the information sheet, **Facts about second-hand smoke**. Give two reasons why second-hand smoke is harmful.

---

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---

## Part 3

Read the information sheet. **How does second-hand smoke affect your health?**

1. How many Canadians die every year of heart disease, as a result of being exposed to second-hand smoke? \_\_\_\_\_

2. Why should your home and car be smoke free?

---

---

---

3. What are some of the physical effects of second-hand smoke? \_\_\_\_\_

---

---

---

4. What does "3,000 Canadians die prematurely" mean? \_\_\_\_\_

---

---

5. What does the word fetus mean? \_\_\_\_\_

---



**B3**

Task Group: Complete and Create Documents A, "entries"

**Level  
1a**

# Birthday Ad



**Other Task Groups and Levels:**  
A1.1  
A2.1  
B2.1

## Performance Descriptors

- Makes a direct match between what is requested and what is entered
- Makes entries using familiar vocabulary

## Embedded Skills

- Gives personal information (writes own name, names of family members, and address, fills out a simple form)
- Copies from printed material
- Writes short sentences
- Writes sentences leaving spaces between words
- Uses capital letters at the beginning of sentences, for proper nouns and for the pronoun "I"
- Uses a period at the end of a statement
- Uses basic phonics to spell unfamiliar words

## Practitioner Instructions

Review the activity with the learner and have them follow the instructions to fill out the form.

## Practitioner Notes

### Additional Sample Tasks

#### Camping List

Essential Skills-Have You Used Yours Today?

Pg. 6

#### Computers-Word Processing

[http://taskbasedactivitiesforbs.ca/sites/default/files/pdf/ComputersWordProcessing\\_EASPI\\_B3.1a\\_D2.pdf](http://taskbasedactivitiesforbs.ca/sites/default/files/pdf/ComputersWordProcessing_EASPI_B3.1a_D2.pdf)

Adapted From:

Common Assessment of Basic Skills, Print Based, Pg. 64

Successful	Yes	No
------------	-----	----

## Birthday Ad



# Surprise!

Happy Birthday Mary

We hope you have a  
really good year filled  
with health and  
happiness.

*From your sisters  
and brothers.*

Would you like to send a birthday greeting to a friend or someone in your family? Fill in the information below:

Your Name: \_\_\_\_\_

Your address: \_\_\_\_\_

Your phone #: \_\_\_\_\_

Message: \_\_\_\_\_  
\_\_\_\_\_

The date you want it printed: \_\_\_\_\_

Send a picture and this message to:

**The Smalltown News**

*Birthday Ads*

## Create a Shopping List

Other Task Groups and Levels:  
A2.1  
B1.1  
C1.1

### Performance Descriptors

- Follows conventions to display information in lists, labels, simple forms, signs
- Organizes list to suit purpose chronologically, alphabetically, numerically, sequentially
- Includes titles where required
- Uses labels and headings to organize content
- Presents text and numbers below one or more headings in lists



### Embedded Skills

- Makes connections between elements and parts of documents
- Scans to locate specific information
- Uses layout to locate information
- Uses context cues and personal experience to determine the meaning of unfamiliar words

### Practitioner Instructions

Provide the learner with a copy of the recipe and ask them to create a shopping list of items they would need to make it at home. They are to choose only the items that they don't already have.

Ask them to include headings for both the item and amounts.

Provide extra paper as needed.

### Practitioner Notes

Successful	Yes	No
------------	-----	----

### Additional Sample Tasks

#### Make a Grocery Shopping List from a Flyer

[http://taskbasedactivitiesforlbc.ca/sites/default/files/pdf/MakeGroceryList\\_I\\_A2.1\\_B1.1\\_B3.1b\\_C1.1.pdf](http://taskbasedactivitiesforlbc.ca/sites/default/files/pdf/MakeGroceryList_I_A2.1_B1.1_B3.1b_C1.1.pdf)

#### Locate, Read and Prepare a new Recipe

[http://taskbasedactivitiesforlbc.ca/sites/default/files/pdf/LocateandPrepareaRecipe\\_I\\_A1.1\\_A1.2\\_A2.1\\_B3.1b\\_C3.1.pdf](http://taskbasedactivitiesforlbc.ca/sites/default/files/pdf/LocateandPrepareaRecipe_I_A1.1_A1.2_A2.1_B3.1b_C3.1.pdf)

Adapted From:

Essential Skills-Have You Used Yours Today?

# Create a Shopping List

## Prepare a Garden Salad

This is a healthy meal you can make for you and your family.

### Garden Salad

#### **Ingredients:**

- ✓ Lettuce - iceberg, romaine, or leaf lettuce 3 - 4 large tomatoes; cut up
- ✓ 1 cucumber, thinly sliced 6 radishes, thinly sliced
- ✓ 1 cup grated carrot
- ✓ 1 small thinly sliced red onion

#### **Instructions:**

1. Shred lettuce. Wash and pat dry or spin dry in a salad spinner. Put in salad bowl.
2. Wash and dry tomatoes, cucumber, and radishes.
3. Add tomatoes, cucumber, radishes and carrot. Toss lightly.

#### **Salad Dressing:**

Make the basic dressing below. Add to salad or serve the salad with dressings on the side so each person can choose their own. In a bowl, mix together

- ✓ 2 tablespoons of vinegar
- ✓ 4 tablespoons of apple juice
- ✓ 2 tablespoons of olive oil
- ✓ 1 tablespoon of brown sugar
- ✓ 1 tablespoon of mustard.

If you wish, add garlic and black pepper to taste. Blend well and serve.

**B3**

Task Group: Complete and Create Documents A “entries”

**Level  
2a**

# Taking a Message

**Other Task Groups and Levels:**A1.2  
A2.2  
B1.1  
B2.1  
F

## Performance Descriptors

- Uses layout to determine where to make entries
- Begins to make some inferences to decide what information is needed, where and how to enter the information
- Makes entries using a limited range of vocabulary
- Follows instructions on documents

## Embedded Skills

- Uses context cues and personal experience to gather meaning from the text
- Reads text of one paragraph or a list of sentences
- Completes forms requiring more detailed personal information

## Practitioner Instructions

Have the learner read the “Telephone Talk” conversation and fill in the message form. If the learner would like more practice, they could continue to complete the role play activity.

## Practitioner Notes

Successful	Yes	No
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### Additional Sample Tasks

#### Completing a Hotel Room Repair Card

[http://taskbasedactivitiesforlbc.ca/sites/default/files/pdf/HotelRoomRepairCard\\_E\\_A1.1\\_A2.1\\_A2.2\\_B2.1\\_B3.1a\\_B3.2a.pdf](http://taskbasedactivitiesforlbc.ca/sites/default/files/pdf/HotelRoomRepairCard_E_A1.1_A2.1_A2.2_B2.1_B3.1a_B3.2a.pdf)

#### Application for Pro Painters

CABS, Print Based

Pg. 175

Adapted From:

Essential Skills– Have You Used Yours Today?

# Taking a Message

Kitty King and Jimmy Fisher work in the same office. Part of Kitty's job is to answer the telephone. Kitty's employer is Mr. Green. Mr. Green is not in his office.



It is 11:55 a.m. on Tuesday, February 12. Kitty is getting ready to leave for a lunch date with some friends. The telephone rings. Kitty answers it and takes a message for Mr. Green.

**Kitty:** Good morning, Green and Associates. How may I help you?

**Caller:** I'd like to speak to Mr. Green, please.

**Kitty:** Mr. Green is not in today. May I please take a message?

**Caller:** Yes, please. This is Bud White. Would you ask him to call me when he returns? I would like to meet with him sometime next week. My number is 709-555-4321.

*Kitty writes the information on her notepad as Mr. White is speaking.*

**Kitty:** I'd be happy to pass on that message. Would you like to make an appointment to see Mr. Green?

**Caller:** No, thanks. I'd like to speak with him on the telephone first.

**Kitty:** Okay. Let me confirm your telephone number, Mr. White.

It's 709-555-4321. Is that correct?

**Caller:** Yes, it is. Goodbye.

**Kitty:** Goodbye, Mr. White. Have a nice day.

*Kitty fills out a message slip and places it on Mr. Green's desk.*



## Taking a message

What information did Kitty write down on her notepad about Mr. White's telephone call? Help Kitty fill out the following message slip that she will give to Mr. Green.



### Message

<b>Date:</b>	<b>Time</b>
<b>To:</b>	
<b>From:</b>	
<b>Telephone:</b>	

<b>Telephoned</b>		<b>Please Call</b>	
<b>Will Call Again</b>		<b>Returned your Call</b>	

**MESSAGE:**

---

---

---

**Taken by:**

## Take a Message

Role Play: Your tutor will call you with a short message. Write down the information in the document below.

### Message

<b>Date:</b>	<b>Time</b>
<b>To:</b>	
<b>From:</b>	
<b>Telephone:</b>	

<b>Telephoned</b>		<b>Please Call</b>	
<b>Will Call Again</b>		<b>Returned your Call</b>	

**MESSAGE:**

---

---

---

**Taken by:**

## Creating a Personal Budget

Other Task Groups and Levels:  
A1.1  
B2.1  
C1.3

### Performance Descriptors

- Follows conventions to display information in simple documents (use of font, color, shading, bulleted lists)
- Sorts entries into categories
- Displays one or two categories of information organized according to content to be presented
- Identifies parts of documents using titles, row and column headings, and labels

### Embedded Skills

- Creates simple forms, tables, hand drawn maps and floor plans
- Reads text to locate and connect ideas and information
- Make inferences to decide what information is needed where and how
- Sorts information
- Manages data and probability

### Practitioner Instructions

Provide the learner with the instruction sheet and discuss the details, format and method to be used to complete the activity. Have the learner set a reasonable timeframe based on the chosen activity.

Provide extra paper as needed.

### Practitioner Notes

#### Additional Sample Tasks

##### Junior Hockey League Budget

CABS online

[http://www.lleo.ca/col/cabs\\_online.html](http://www.lleo.ca/col/cabs_online.html)

(requires registration)

CABS print based

Pg. 188

##### Temperature Highs and Lows

CABS online

[http://www.lleo.ca/col/cabs\\_online.html](http://www.lleo.ca/col/cabs_online.html)

(requires registration)

CABS print based

Pg. 198

Adapted From:

<http://taskbasedactivitiesforlrb.ca>

Successful	Yes	No
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# Creating a Personal Budget

Background information: Imagine you are the following person and you need to make a budget.

- You have been keeping a record of your expenses over the past 4 weeks and you want to make a monthly and weekly budget
- Your monthly income is \$1200.00
- Your rent is \$550 a month (this includes hydro and heating)

**Task 1:** Calculate how much you have available (after rent) to spend under the following headings:

- Telephone and/or cellphone
- Personal care (haircuts etc.)
- Transportation (you have to take a bus into town on a daily basis – 5 days a week and bus tickets are \$2.50/ticket)
- Groceries
- Clothing
- Pocket money (for movies, coffee, etc.)
- Gifts

**Task 2:** Make up two charts to show what your monthly and weekly budgets are going to be (if there are other items you wish to add to the list, you may do so).

- Estimate (guess) the amounts you think you will spend on the various items and put them into your budget
- Make sure your budget balances. This means you cannot spend more than you make (\$1200).

**B3**

Task Group: Complete and Create Documents A “entries”

**Level**

**3a**



# Completing a Program Application

**Other Task Groups and Levels:**  
A1.3  
A2.3

## Performance Descriptors

- Uses layout to determine where to make entries
- Makes inferences to decide what, where, and how to enter information

## Embedded Skills

- Use context cues and personal experience to gather meaning from the text
- Follows directions to complete a more complex document
- Makes multiple entries on more complex forms, tables, timelines, and flow charts
- Draws from multiple sources as required

## Practitioner Instructions

Prior to completing this activity the learner is required to research a part-time program at a College of their choice. They will need to have decided on a program and have ready with them details about the course offering including course costs. The learner is then required to complete the Program Application for Part-Time Students. The following link will take you to the printable application.

<https://osap.gov.on.ca/prodconsum/groups/forms/documents/forms/prdr007524.pdf>

### Additional Sample Tasks

**Document Use Self-Assessment** Office of Literacy and Essential Skills

[http://www.hrsdc.gc.ca/eng/jobs/les/tools/assessment/document\\_use\\_self\\_assessment.shtml](http://www.hrsdc.gc.ca/eng/jobs/les/tools/assessment/document_use_self_assessment.shtml)

**Literacy and Basic Skills, Participant Registration Form**

EOPG Partners Gateway

<http://www.tcu.gov.on.ca/eng/eopg/tools/forms.html>

Adapted From:

<https://osap.gov.on.ca/>

## Practitioner Notes

Successful	Yes	No
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## Scheduling an Activity

### Other Task Groups and Levels:

A1.2  
B1.1  
B2.1  
D3  
E

### Performance Descriptors

- Follows conventions to display information in more complex documents (use of abbreviations and symbols)
- Sorts entries into categories and subcategories
- Displays many categories of information
- Organizes information in a variety of ways
- Identifies parts of documents using titles, row and column headings, sub headings and labels

### Embedded Skills

- Creates documents using titles, row and column headings, sub headings, and labels
- Creates more complex forms, tables, timelines and flow charts
- Tries a variety of displays of the same data using computer applications and selects the type of graph that best represents the data

### Practitioner Instructions

Provide the learner with the instruction sheet and discuss the details, format and method to be used to complete the activity. Have the learner set a reasonable timeframe based on the chosen activity.

Provide extra paper as needed.

### Practitioner Notes



Successful	Yes	No
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### Additional Sample Tasks

#### Create a Digital Budget

Using Digital Technology

Pg. 77

Developed by:

Dryden Literacy  
Association

# Scheduling an Activity

1. Work with your practitioner to choose an activity using the following guidelines. Some examples would include planning a spring cleanup at the school or a family picnic, a vacation or other special event.
2. Make a list of at least 10 tasks that need to be accomplished to complete the activity.
3. Organize your list into categories such as *person responsible, tasks that need to be accomplished before, during, and at the end of the activity, etc.*
4. Within each category put tasks in order, starting with the task that needs to be done first.
5. Decide how long each task will take.
6. Decide on the period of time over which each task will take place.
7. Organize the information in a table, be sure to include
  - Title
  - Label rows, columns and categories of information including heading headings and sub-headings
  - Identify the person responsible for each task
  - Include the amount of time each task will take

# Life is a Circle



Other Task Groups and  
Levels:

B1.1  
B1.2

## Performance Descriptors

- Express oneself creatively, such as by writing journal entries, telling a story and creating art

## Embedded Skills

- Conveys information on a familiar topic
- Participates in short, simple exchanges
- Speaks or sign clearly in a focused and organized way
- Understands one role and seeks clarification as required

## Practitioner Instructions

This task can be done with a group of learners or an individual learner.

Review the activity with the learner and allow for enough time to complete it.

A html version can also be viewed from the web by visiting:

## Practitioner Notes

Successful	Yes
------------	-----

## Additional Sample Tasks

### Wordle

<http://www.wordle.net/create>

### Comic Generator

<http://www.makebeliefscomix.com/Comix/>

### Poetry

<http://www.poetry.com/?v=m=r>

Adapted From:

V.O.I.C.E

<http://www.nald.ca/library/learning/christine/voice/toc.htm>



# Life is a Circle

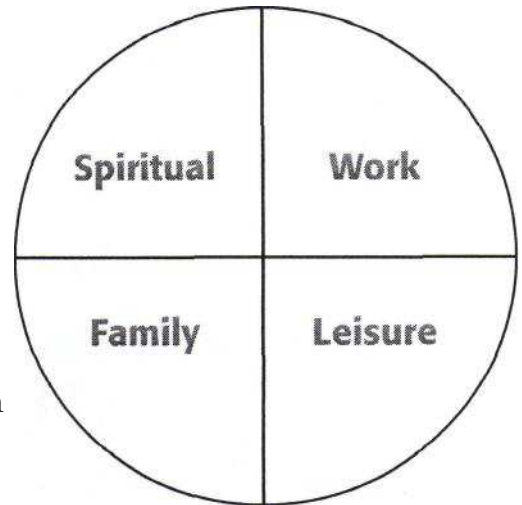
**Purpose** To have a visual of what is of value and recognize if one's life is balanced

**Materials** Various magazines, tape or glue, poster board, scissors, and markers

**Time** 2-3 hrs

## Instructions

1. Spread a pile of magazines over the floor and ask the learner to choose three or four of them.
2. Instruct the learner to cut out pictures that appeal to him/her. Allow about 30 minutes for this part of the exercise.
3. Give the learner a poster board and a marker. Ask him/her to draw a large circle on their board and then section the circle into 4 quarters.
4. Ask the learner to label each quarter as follows: **spiritual, work, family, leisure.**
5. Tell the learner to choose one picture from their pile that he/she likes the best and set it aside.
6. The learner will decide which pictures should be placed in each quarter of their circle. Once decisions are made, ask him/her to paste them to the board.
7. The picture that was set aside can be pasted in the center of their collage.
8. At the end of this activity, ask the learner to explain what their *Life is a Circle* collage means to them. Facilitators can ask the following kinds of questions:
  - Does your life look balanced?
  - What does the center picture mean to you?
  - Is the collage a good reflection of who you are or what you stand for?



# Garage Sale

Other Task Groups and Levels:  
A2.1

## Performance Descriptors

- Recognizes value in numbers and word formats
- Understands numerical order
- Identifies and performs required operation
- Interprets and represents costs using monetary symbols and decimals
- Follows apparent steps to reach solutions
- Rounds to the nearest dollar
- Uses strategies to checks accuracy



## Embedded Skills

- Creates equivalent sets of coins up to one dollar in value
- Counts by 2's, 5's and 10's
- Knows the value of coins and counts change
- Reads and writes money values from 1 cent to 1000 dollars

## Practitioner Instructions

Review the activity with the learner and have them answer the questions.

## Practitioner Notes

Successful	Yes	No
------------	-----	----

### Additional Sample Tasks

#### Produce Sale Flyer

CABS online

[http://www.lleo.ca/col/cabs\\_online.html](http://www.lleo.ca/col/cabs_online.html)

(requires registration)

CABS print-based

Pg. 114

#### Add Money Amounts

[http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/AddMoneyAmounts\\_I\\_A1.1\\_A1.2\\_A2.1\\_B1.1\\_C1.1.pdf](http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/AddMoneyAmounts_I_A1.1_A1.2_A2.1_B1.1_C1.1.pdf)

#### Price List

Essential Skills Have You used Yours Today?

Skill Book 1- Lesson 9,  
pg. 13

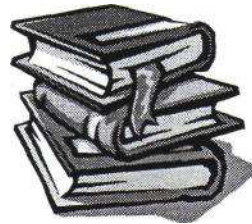
Adapted From:

Common Assessment of  
Basic Skills

# Garage Sale

12 Hall Street  
Saturday, August 19  
10:00 AM to 4:00 PM

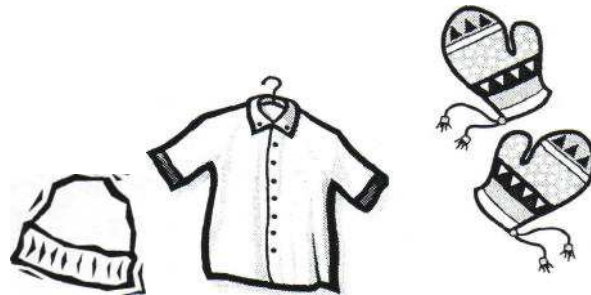
Videos - \$2



Books - 3 for \$ 1



Toys -cheap!



*Kids'* clothes - \$3 per bag



Dishes - 4 for \$1

Bed linens

(kingsize) \$5 per set  
(single)\$2 per set



Hot dog and pop - \$1

# Garage Sale

1. How much will 6 books and a bag of kids clothes cost?
2. How many videos can you get for 5 dollars?
3. How much will a set of large bed linens and 8 dishes cost? If you pay with a ten dollar bill, how much change will you get back?
4. Kathy, Fred and Sarah each buy a hotdog and a pop. Kathy has only has quarters. How many does she need to pay?

Fred has only dimes. How many does he need to pay?

Sarah has only nickels. How many does she need to pay?

# Managing Pay

## Performance Descriptors

- Calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers
- Interprets and applies rates
- calculates percentages
- Chooses and performs required operation (s); may make inferences to identify required operation (s)
- Selects appropriate steps to reach solutions
- Represents costs and rates using monetary symbols, decimals and percentages
- Makes simple estimates
- Interprets, represents and converts amounts using whole numbers, decimals, percentages, ratios and simple common fractions

## Embedded Skills

- Adds, subtracts, multiplies and divides multi-digit whole numbers and decimals
- Performs money calculations, makes change using fewest number of coins
- Finds a percent of a number

## Practitioner Instructions

Review the activity with the learner. Provide the learner with paper for calculations. Calculators are permitted. Provide extra paper as needed.

## Practitioner Notes

Successful	Yes	No
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### Other Task Groups and Levels:

A1.2  
A2.1  
A2.2  
B3.1a



### Additional Sample Tasks

#### Numeracy Indicator

[http://www.hrsdc.gc.ca/eng/obs/les/docs/tools/numeracy\\_indicator.pdf](http://www.hrsdc.gc.ca/eng/obs/les/docs/tools/numeracy_indicator.pdf)

#### Calculating Costs for Customers

[http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/CalculatingCostsForCustomers\\_EI\\_A1.1\\_A2.1\\_C1.1\\_C1.2.pdf](http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/CalculatingCostsForCustomers_EI_A1.1_A2.1_C1.1_C1.2.pdf)

#### Shopping at PharmaPlus

[http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/ShoppingatPharmaPlus\\_I\\_C1.2.pdf](http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/ShoppingatPharmaPlus_I_C1.2.pdf)

Adapted From:

<http://taskbasedactivitiesforlbs.ca>

# Managing Pay

## Part A – Worker’s Hours

Lucy works part time after school at a daycare center. She is paid \$10.50 per hour. She works the following hours each week:

Day	Start Time	Finish Time
Monday	4:30 PM	6:30 PM
Tuesday	4:30 PM	6:30 PM
Wednesday		
Thursday	3:00 PM	7:30 PM
Friday	3:00PM	7:30 PM
Saturday	8:00 AM	1:00 PM

**Task 1:** Underline Lucy’s hourly wage.

**Task 2:** Calculate the hours Lucy worked each day and record in the chart below.

Day	Start Time	Finish Time	Hours Worked
Monday	4:30 PM	6:30 PM	
Tuesday	4:30 PM	6:30 PM	
Wednesday			
Thursday	3:00 PM	7:30 PM	
Friday	3:00PM	7:30 PM	
Saturday	8:00 AM	1:00 PM	
Total Hours			

1. Calculate the number of days that Lucy worked in the week above.
2. Calculate Lucy's total earnings (gross pay) for this week. You may use a calculator.
3. Using the following deductions, Income Tax, \$ 28.77; CPP \$ 6.47 and EI \$ 3.98, calculate Lucy's take home pay (net pay) and write that number below.
4. When Lucy deposits her pay cheque to her account at the bank, she withdraws sixty dollars. The teller gives her 2 twenties, one ten and a roll of forty quarters (for her laundry money). Is this the correct amount of change?

### **Part B – Purchasing Sale Items**

Lucy goes shopping and decides to buy an electric blender that is regularly priced at \$37.89, but it's marked on sale for 50% off.

1. Calculate the sale price of the blender.
2. Calculate the amount of HST (13%) that will be charged on the new price.
3. Calculate the total cost of the blender including the tax.
4. Calculate how much money Lucy will have left over from her sixty dollars.
5. Will she have to use some of the quarters to pay for the blender?

# Help Wanted

## Performance Descriptors

- Calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers
- Manages unfamiliar elements (e.g. context, content) to complete the task
- Chooses and performs required operation (s); makes inferences to identify operations
- Identifies a variety of ways to complete the task
- Finds, integrates, and analyses numerical information
- Organizes and displays numerical information (e.g. tables, graphs)
- Uses strategies to checks accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)

## Embedded Skills

- Adds, subtracts, multiplies and divides multi-digit whole numbers and decimals
- Converts between fractions, decimals and percent
- Solves simple real life problems involving fractions percent and ratios

## Practitioner Instructions

Review and discuss the activity with the learner. Provide the learner with paper for calculations. Calculators are permitted.

## Practitioner Notes

Successful	Yes	No
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**Other Task Groups and Levels:**  
**A1.2**  
**A2.2**  
**B1.1**  
**B3.2a**

### Additional Sample Tasks

#### Make Budget for Personal Living Expenses

[http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/MakeBudgetForPersonalLivingExpenses I B3.2b C1.3.pdf](http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/MakeBudgetForPersonalLivingExpenses_I_B3.2b_C1.3.pdf)

#### 50 cents and Our Heartfelt Apology

CABS Online

[http://www.lleo.ca/col/cabs\\_online.html](http://www.lleo.ca/col/cabs_online.html)

(requires registration)

CABS Print Based

Pg. 309

Adapted From:

Essential Skills - Have You Used yours Today?

Lesson 12, pg. 42





# Help Wanted

Carl and Carmen Arthur own a large farm. This is a very busy time of year on the farm and the Arthurs need to hire more workers. Carmen has placed the job ad shown below in the local paper.

**Help Wanted**

**Farm worker.**

Experience preferred but not essential.  
Seasonal employment which could lead to a permanent job.

**Salary:** \$500.00 per week, Meals and lodgings included.  
**Application deadline: May 10, 2010.**  
Apply to Sunny Springs Farm, P.O. Box 200, Sunnydale,  
Ontario, or email [sunnysprings@farmmail.ca](mailto:sunnysprings@farmmail.ca)



The Arthur's neighbours, Bill and Ann Smith, also need extra help. Each year, they hire many seasonal workers to work in their apple orchard. The Smiths' have placed the following ad in the local paper.



**Help Wanted**

**Farm workers.**

Seasonal employment. Will train.

**Salary:** \$600.00 per week.  
**Location:** Sunnydale, Ontario  
**Deadline to apply:** May 12, 2010  
Apply by calling 555 555-5111 or email  
[absmithorchards@farmmail.ca](mailto:absmithorchards@farmmail.ca)

Discuss the following questions with your tutor:

1. Which job pays the most money?
2. What does "meals and lodgings included" mean?
3. What is meant by "experience preferred but not essential"?
4. What is "seasonal employment"?
5. Do you think there is enough information in these job ads for a person to make a good choice?

**Rick Green looks for work.** Rick needs to find a job. The factory where he worked for the last two years has closed. Rick has only two months before his



E.I. (Employment Insurance) runs out. He has looked through the newspaper ads and has applied for several jobs. He has interviews tomorrow with both the Arthurs and the Smiths.

These are Rick's current (present) expenses:

Rick pays \$600.00 **per month** for an apartment, including utilities. He needs to find a less expensive place to live so he can save some money. His car loan is \$200.00 **per month** and his cell phone is \$100.00 **per month**. Rick's groceries cost approximately \$50.00 **per week**. Gas for his car costs \$25.00 **per week**.

How much does he pay **per month** for groceries? \_\_\_\_\_

.

How much does he pay for gas **per month**? \_\_\_\_\_

*Use the chart below to record Rick's expenses in each situation.*

<b>Rick's Expenses</b>	<b>Present cost per</b>	<b>Working at Sunny Springs</b>	<b>Working at Smith</b>
<b>Housing</b>	\$600.00		
<b>Car Loan</b>			
<b>Cell Phone</b>			
<b>Groceries</b>			
<b>Gas</b>			
<b>Total Expenses</b>			

Answer the questions below using your completed chart.

Rick's current monthly income is \$1400.00

How much are his current expenses? \$\_\_\_\_\_

How much money does he have left at the end of each month? \$\_\_\_\_\_

Rick's income at Sunny Springs Farm would be \$500.00 per week.

How much is this per month? \$\_\_\_\_\_

Rick's expenses per month if he goes to work at Sunny Springs Farm would be \$\_\_\_\_\_ He would have \$\_\_\_\_\_ left at the end of each month?

Rick's income at Smith Orchards would be \$600.00 per week.

How much is this per month? \_\_\_\_\_

Rick's expenses per month if he goes to work at Smith Orchards would be \$\_\_\_\_\_. He would have \$\_\_\_\_\_ left at the end of each month.

Which job do you think would be the best choice for Rick? Why?

# Reading Times and Dates

**Other Task Groups and Levels:**  
A1.1  
B2.1  
C4.1

## Performance Descriptors

- Adds, subtracts, multiplies and divides whole numbers and decimals
- Recognizes value in number and word format
- Understands and uses common date format
- Reads time on analogue and digital clocks
- Identifies and performs required operation
- Represents dates and times using standard conventions
- Chooses appropriate units of measurement (e.g. hours, minutes, seconds)
- Interprets represents time using whole numbers, decimals (e.g. estimating, using a calculator, repeating calculation, using the reverse operation)

## Embedded Skills

- Estimates and compares the duration of activities
- Names the days of the week and months in order
- Reads and writes time to the hour and half-hour using analog clocks
- Demonstrates understanding of standard units of measure for time

## Practitioner Instructions

Review the activity with the learner and provide him/her with a calendar to refer to.

## Practitioner Notes

Successful	Yes	No
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## Additional Sample Tasks

### Reading a Clock

CABS Online

[http://www.lleo.ca/col/cabs\\_online.html](http://www.lleo.ca/col/cabs_online.html)

(requires registration)

CABS Print Based

Pg. 120

### Tell or Set Time

[http://taskbasedactivitiesforlbc.ca/sites/default/files/pdf/AnalogueClock\\_EI\\_A2.1\\_B3.1\\_C2.1\\_E.1.pdf](http://taskbasedactivitiesforlbc.ca/sites/default/files/pdf/AnalogueClock_EI_A2.1_B3.1_C2.1_E.1.pdf)

### Using The Online TV Guide Website

[http://taskbasedactivitiesforlbc.ca/sites/default/files/pdf/OnlineTVGuide\\_I\\_A1.1\\_A2.1\\_A2.2\\_B2.1\\_C2.1\\_D.1\\_D.2.pdf](http://taskbasedactivitiesforlbc.ca/sites/default/files/pdf/OnlineTVGuide_I_A1.1_A2.1_A2.2_B2.1_C2.1_D.1_D.2.pdf)

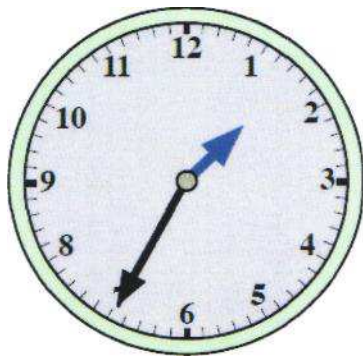
Adapted From:  
BBC Skillswise

# Reading Times and Dates

Try these questions to see how much you know about measuring time. Look at a calendar for this year and see if you can answer the questions.

1. What is the date of the first Monday in March? \_\_\_\_\_
2. Which day of the week is April 1st? \_\_\_\_\_
3. What date is Easter Sunday?
4. What day of the week is Christmas Day?
5. Can you read the times on these clocks?

**04:20**



Do you know what these mean?

6. A millennium? \_\_\_\_\_
7. A second? \_\_\_\_\_
8. An analogue clock? \_\_\_\_\_

# Converting Time

**Other Task Groups and Levels:**  
A1.2  
A2.1  
B3.1a

## Performance Descriptors

- Calculates using numbers expressed as whole numbers, fractions, decimals and percentages
- Converts between units of time (e.g. millennia, centuries, decades, years, months, weeks, days hours, minutes, seconds)
- Interprets, represents and converts time using whole numbers, decimals, percentages, ratios and simple, common fractions (e.g.  $1/2$ ,  $1/4$ )
- Chooses and performs required operations , may make inferences to identify required operation
- Selects appropriate steps to reach solutions
- Understands and converts time between 12 and 24 hour clocks

## Embedded Skills

- Describe the relationship between the 12 hour clock and the 24 hour clock
- Reads and writes time to the hour and half-hour using analog clocks
- Reads and writes dates using S1 notation (d/m/y)
- Reads analogue clock to nearest second and writes the time to the nearest minute

## Practitioner Instructions

Review the activity with the learner and have them answer the questions.



## Practitioner Notes

Successful	Yes	No
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### Additional Sample Tasks

#### Understanding a 24 Hour clock

Essential Skills for Personal Success, Print –Based

Module 3, Chapter 5, pg. 81

\*can be downloaded from:

<http://northernliteracy.ca/index.php/en/>

#### Tip:

This activity could be made into a digital task by having the learner use a digital device for conversions. (i.e. calculator, cell phone app, iPad, conversion website)

Adapted From:  
BBC Skillswise

# Converting Time

## Part A

1. Fill in the blanks in the following time conversion table.

12hr Time	24hr Time
12:25 am	
	01:00hrs
2:35 am	
4:30 pm	
5:15 am	
	16:00hrs
	07:10hrs
8:12 am	
11:00 pm	
	20:00hrs
1:37 pm	
5:15 pm	

2. How would you say (pronounce) the following?
- a. 02:00hrs
  - b. 20:10hrs
3. How would you write the following as 24 hour times?
- a. "oh six fifty-nine" \_\_\_\_\_
  - b. "oh seven hundred hours" \_\_\_\_\_
  - c. "twenty-three thirty hours" \_\_\_\_\_

## Part B

### Example

What is 80 minutes expressed in hours and minutes?

There are 60 minutes in 1 hour. So divide by 60 to get the number of hours.

$80 \div 60 = 1$  with 20 minutes left over. The answer is 1 hour and 20 minutes.

**Try these questions then see the answer sheet to check your answers.**

Remember there are 60 minutes in 1 hour.

1. How many minutes in 2 hours?
2. How many hours in 180 minutes?
3. How many minutes in  $4\frac{1}{2}$  hours?
4. How many hours in 480 minutes?
5. What is 140 minutes expressed in hours and minutes?
6. What is 3 hours and 15 minutes expressed in just minutes?
7. What is 400 minutes expressed in hours and minutes?
8. What is 2 hours and 45 minutes expressed in just minutes?



# Organizing Household Schedules

## Other Task Groups and Levels:

A1.2  
A2.2  
B2.2  
B3.2a  
C2.2

## Performance Descriptors

- Calculates using numbers expressed as whole numbers expressed as whole numbers, fractions, decimals and percentages
- Manages unfamiliar elements to complete tasks (e.g. context, content)
- Chooses and performs required operations; makes inferences to identify required operations
- Selects appropriate steps to reach solutions from amongst options
- Identifies a variety of ways to complete tasks
- Finds, integrates and analyzes numerical information (organizes numerical information)
- Uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)

## Embedded Skills

- Estimates, measures and compares time intervals to the nearest second
- Reads and writes time to the hour and half-hour using analog clocks
- Estimates how much time an activity should take to complete

## Practitioner Instructions

Have the learner read over the scenarios carefully and complete the following tasks to reorganize the schedule. Provide extra paper if needed.

## Practitioner Notes



Successful	Yes	No
------------	-----	----

## Additional Sample Tasks

### Planning Simple Journeys and additional activities

<http://www.bbc.co.uk/skills/wise/worksheet/ma25time-11-w-planning-simple-journeys>

### What's On Next

Making Essential Skills Work for You-print based Chapter 4, Problem solving, pg. 142

Adapted From:

Recognizing Life's Work

# Organizing Household Schedules

Sometimes schedules have to be juggled and changed at the last minute. You need to figure how to reschedule and communicate changes to the appropriate people.

## Learning Activity:

You have a dentist appointment scheduled for Monday at 10:a.m. The dentist's office has left a message on your answering machine saying that they have to reschedule your appointment because of a conflict with another patient. There are two openings later in the week to make a new appointment. One is for 4:00p.m, on Tuesday and one is for 11.am, on Thursday.

You look at your schedule for the week and see there is a soccer practice for your son at 5:p.m. on Tuesday. The soccer field is close to the dentist's office but your son will be at home which is about a 20-minute drive from the dentist's office. His coach lives on the same street and doesn't like it when the players are late for practice.

On Thursday your car is scheduled for a repair. You have waited a month for this appointment and will probably have to wait another month to reschedule. The car repair shop is along a bus route that could get you to the dentist's office, but it will be about a 45-minute trip each way, and require one transfer.

1. Describe and explain two scenarios to resolve your schedule conflicts.
2. Decide which time slot later in the week will be best to reschedule your dentist's appointment.
3. Make the changes to your weekly schedule.

## Weekly Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
7:00 am	7:00 am	7:00 am	7:00 am	7:00 am
8:00	8:00	8:00	8:00	8:00
9:00	9:00	9:00	9:00 Car repair	9:00
10:00 Dentist Appointment	10:00	10:00	10:00 Car Repair	10:00
11:00	11:00	11:00	11:00 Car repair	11:00
12:00 pm	12:00 pm	12:00 pm	12:00 pm Car Repair	12:00 pm
1:00	1:00	1:00	1:00 Car Repair	1:00
2:00	2:00	2:00	2:00 Car repair	2:00
3:00	3:00	3:00	3:00	3:00
4:00	4:00	4:00	4:00	4:00
5:00	5:00 Soccer practice	5:00	5:00	5:00
6:00	6:00 Soccer practice	6:00	6:00	6:00
7:00	7:00 Soccer practice	7:00	7:00	7:00

## Dimensions of a Door

### Performance Descriptors

- Adds and subtracts whole number measurements
- Recognizes value in whole number and word format
- Recognizes simple, common shapes (e.g. circle, square, rectangle and triangle)
- Measures distance, length, width, height, weight, liquid volume, angles and temperature
- Uses common measuring tools, such as rulers, scales and thermometers
- Chooses appropriate units of measurements (e.g. temperature, elevation)
- Uses common standard units (e.g. meters, inches)
- Identifies and performs required operation
- Interprets and represents measures using whole numbers, decimals and simple common fractions (e.g.  $1/2$ ,  $1/4$ )

**Other Task Groups and Levels:**  
A1.1  
B3.1a

### Embedded Skills

- Estimates and measures length using common measurements (e.g. ruler, measuring tape)

### Practitioner Instructions

Review the activity with the learner and provide them with a measuring tape. Check the accuracy of the learners work before deciding upon their success.

### Practitioner Notes



Successful	Yes	No
------------	-----	----

### Additional Sample Tasks

#### Understand Temperature in Celsius and Fahrenheit

[http://taskbasedactivitiesforlrb.ca/sites/default/files/pdf/UnderstandTemperatureinC%26F\\_I\\_A1.1\\_A2.1\\_A2.2\\_B3.1\\_C3.1.pdf](http://taskbasedactivitiesforlrb.ca/sites/default/files/pdf/UnderstandTemperatureinC%26F_I_A1.1_A2.1_A2.2_B3.1_C3.1.pdf)

#### Measure

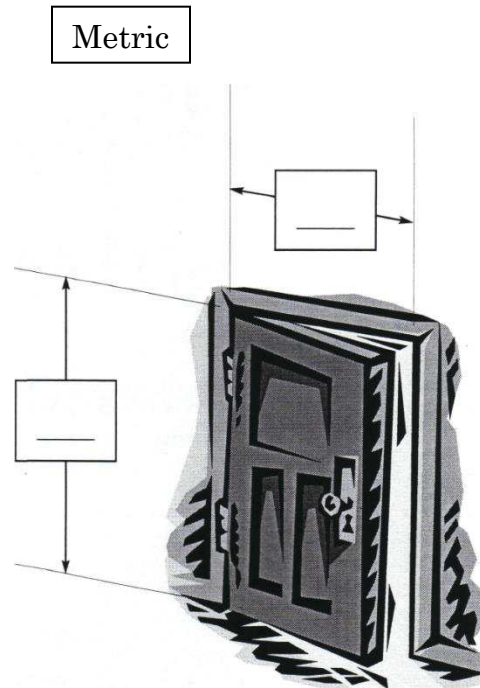
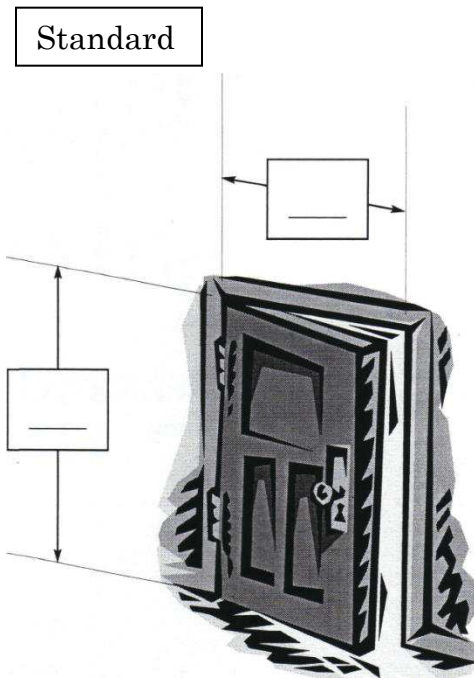
<http://www.gcflernfree.org/everydaylife/measure/play>

Adapted From:

CABS—Print Based

# Dimensions of a Door

You need to order a new door to replace the one in this room. Measure the height and width of a door (in your program) using standard and metric measurements as accurately as possible and record the measurements below.



# Decorating a Room

**Other Task Groups and Levels:**  
A1.2  
A2.1  
C1.2

## Performance Descriptors

- Calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers
- Makes estimates
- Interprets and represents area and volume using symbols and abbreviations
- Converts units of measurement within the same system and between systems
- Understands and uses formulas for finding the perimeter, area and volume of simple, common shapes
- Chooses and performs the required operation (s); may make inferences to identify required operation
- Selects appropriate steps to solution
- Interprets, represents and converts measures using whole numbers, decimals, percentages, ratios, and simple, common fractions (e.g.  $1/2$ ,  $1/4$ )

## Embedded Skills

- Multiplies multi-digit numbers, understands the difference between perimeter and area and uses the correct unit for each
- Calculates the perimeter and area of rectangles

## Practitioner Instructions



Review the activity with the learner and have them complete the tasks without using a calculator.

## Practitioner Notes

Successful	Yes	No
------------	-----	----

## Additional Sample Tasks

### Doubling the Measurement in a Recipe

[http://taskbasedactivitiesf.orlbs.ca/sites/default/files/pdf/D\\_DoublingRecipe\\_I\\_A1.1\\_A2.1\\_B2.1\\_C3.2\\_C3.1.pdf](http://taskbasedactivitiesf.orlbs.ca/sites/default/files/pdf/D_DoublingRecipe_I_A1.1_A2.1_B2.1_C3.2_C3.1.pdf)

### Measurement of an L-Shaped Room

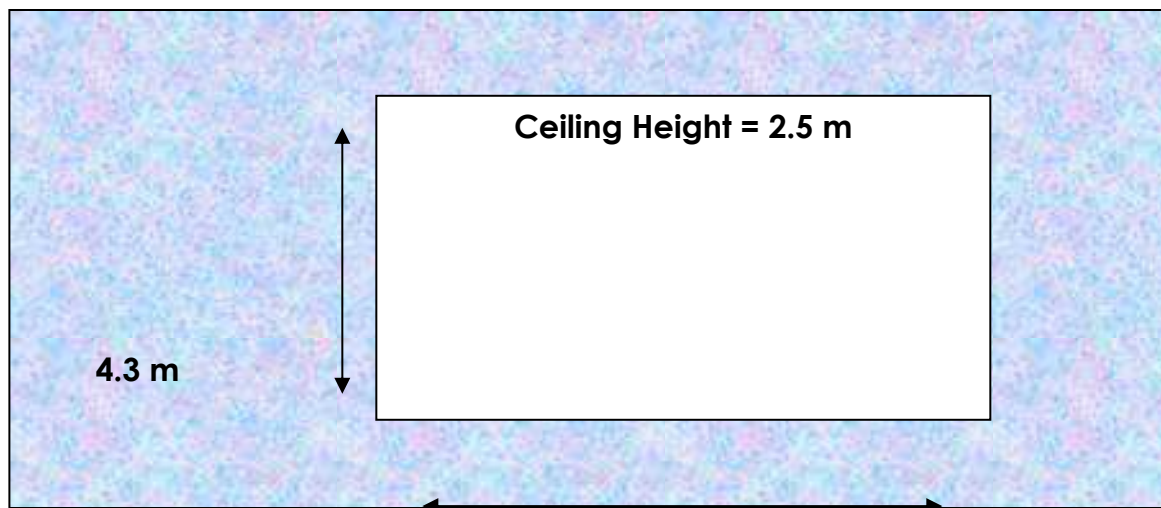
[http://taskbasedactivitiesf.orlbs.ca/sites/default/files/pdf/MeasurementofanL-ShapedRoom\\_EI\\_A1.1\\_A2.1\\_A2.2\\_C1.1\\_C1.2\\_C1.3\\_C3.1\\_C3.2\\_0.pdf](http://taskbasedactivitiesf.orlbs.ca/sites/default/files/pdf/MeasurementofanL-ShapedRoom_EI_A1.1_A2.1_A2.2_C1.1_C1.2_C1.3_C3.1_C3.2_0.pdf)

Adapted From:

CABS—Print Based

# Decorating a Room

Below is the floor plan of a room you are going to paint and carpet. You will also put a wallpaper border all around the top. Carpeting costs \$18.99 per square meter. A can of paint costs \$21.95 and covers about 40 m<sup>2</sup>. A roll of wallpaper border is 4.5 m long and costs \$9.99. Calculate the total cost of decorating this room. Remember that you can't buy part of a can of paint or part of a roll of border.



Area of floor = \_\_\_\_\_

Cost of carpet needed = \_\_\_\_\_

Area of walls and ceiling (ignore windows) = \_\_\_\_\_

Cost of paint needed = \_\_\_\_\_

Perimeter of room = \_\_\_\_\_

Cost of border needed = \_\_\_\_\_

**TOTAL COST = \_\_\_\_\_**

# Backyard Swimming Pool

**Other Task Groups and Levels:**  
A1.2  
A2.1

## Performance Descriptors

- ❑ Calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers
- ❑ Calculates the radius, diameter and circumference of circles
- ❑ Understands and uses formulas for finding the perimeter, area and volume of non-rectangular composite shapes
- ❑ Manages unfamiliar elements (e.g. context, content) to complete tasks
- ❑ Makes estimates involving many factors where precision is required
- ❑ Chooses and performs the required operation (s); makes inferences to identify required operation, selects appropriate steps to solutions from among options
- ❑ Interprets, represents and converts measures using whole numbers, decimals, percentages, ratios, and simple, common fractions
- ❑ Uses strategies to check accuracy



## Additional Sample Tasks

### Assessment #5

Measure Up/Skillplan

<http://measureup.towes.com/pdfs/SA5-N3.pdf>

### Client Booklet 2

Office of Literacy and Essential Skills

<http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/esna/Numeracy2Client.pdf>

Adapted From:

CABS—Print Based

## Embedded Skills

- ❑ Converts units of measurement within the same system and between systems
- ❑ Calculates the area of a circle and the volume of a cylinder
- ❑ Uses exponents and square roots correctly
- ❑ Uses the concepts of variables to write equations and algebraic expressions

## Practitioner Instructions

Review the instructions with the learner and have them complete the activity. Provide extra paper as needed.

## Practitioner Notes

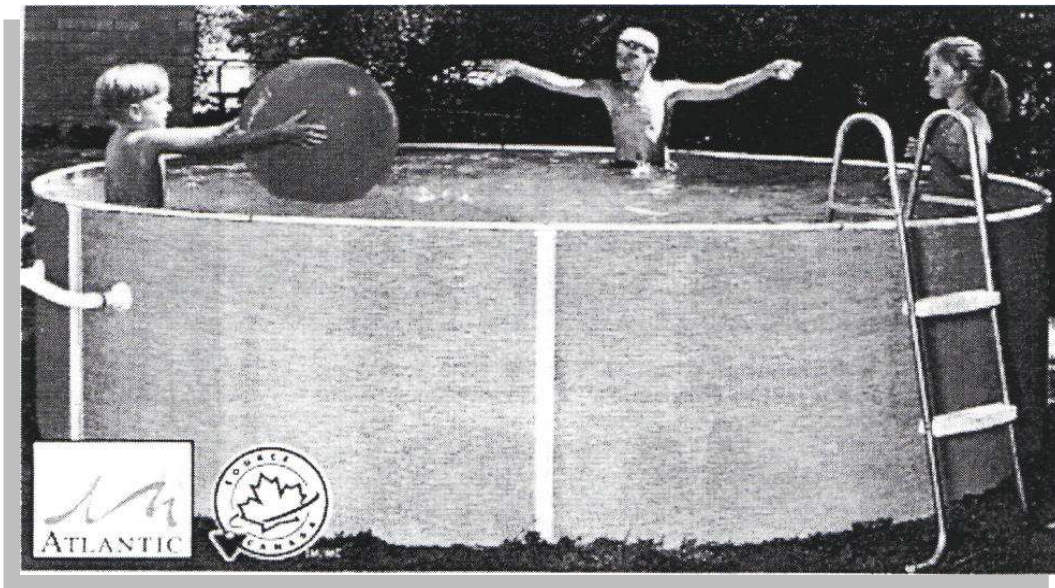
Successful	Yes	No
------------	-----	----



# Backyard Swimming Pool

## Questions

1. If this pool is filled to within 3 inches of the rim, what is the volume of water needed to fill it (in cubic feet)?
2. You want to limit your water use to 200 cubic feet for a pool fill-up. Approximately how wide across would such a pool be, assuming that it is the same height as the one shown and is filled to within inches of the rim?



12 x 36 pool package

**249.97**

**Heavy-duty galvanized steel wall.  
Includes winterized liner, skimmer,  
pump and ladder. 81-3181-6  
Pool test kit. 81-3053-2..... 4,85**

# Comparing Long Distance Calls

**Other Task Groups and Levels:**  
A1.1  
A2.1

## Performance Descriptors

- Adds, subtracts, multiplies and divides whole numbers and decimals
- Recognizes values in number and word format
- Identifies and compares quantities of items
- Understands numerical order
- Identifies and performs required operation
- Begins to interpret integers
- Makes simple estimate
- Follows apparent steps to reach solutions
- Interprets simple, common probabilities, such as the chance of precipitation from a weather forecast
- Recognizes simple patterns
- Uses strategies to check accuracy



## Additional Sample Tasks

### Teamwork in Action

Finding Your Way at Work: Beyond Reading and Writing

Pg. 144

## Embedded Skills

- Evaluates data presented in charts and graphs
- Reads and interprets from tables and charts

## Practitioner Instructions

Have the learner read over the activity and answer the following questions based on the graph.

## Practitioner Notes

Successful	Yes	No
------------	-----	----

Developed by:

Dryden Literacy Association

# Comparing Long Distance Calls

Solve the following problems. Write your answers in the spaces provided.

## Ruth's Long Distance Phone Charges

<b>August</b>	\$24
<b>September</b>	\$31
<b>October</b>	\$28
<b>November</b>	\$42
<b>December</b>	\$21

1. In which month did Ruth pay the greatest amount for long distance calls?

2. What are Ruth's total long-distance charges for the 5-month period?

3. What is the difference between the highest month and the lowest month?

4. Between which two months did Ruth have the greatest increase in her phone charges?

# Analyzing Personal Data



## Performance Descriptors

- Calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers
- Finds ranges for data sets
- Calculates averages (mean) and percentages
- Identifies medians and modes
- Collects, organizes and represents data using a simple tables and graphs
- Interprets rates (e.g. crime rates) and ratios (e.g. shots-on-net to goals)
- Interprets, represents and converts values using whole numbers, decimals, percentages, ratios and simple, common fractions
- Chooses and performs required operations; may make inference to identify required operations
- Recognizes simple patterns
- Uses strategies to check accuracy

## Embedded Skills

- Designs surveys, collects data and records results on given tally charts and spreadsheets
- Calculates the mean and mode of a set of data; calculates percent

## Practitioner Instructions

Review the activity with the learner and have him/her complete the questions without a calculator. Have the learner recreate the data in a table or chart format. To increase the complexity, have them recreate the chart/graph using the computer.

## Practitioner Notes

Successful	Yes	No
------------	-----	----

### Other Task Groups and Levels:

A1.1

B3.2b

D2—If using the computer

### Additional Sample Tasks

#### Costs for a Seniors Shopping Trip

CABS-Print based

Pg. 249

CABS-Online

[http://www.lleo.ca/col/cabs\\_online.html](http://www.lleo.ca/col/cabs_online.html)

(requires registration)

#### Math Sense-Measurement and Data Analysis

Resource

Adapted from:

Math Sense-Measurement and Data Analysis

# Analyzing Personal Data

Refer to the data below to answer the questions

Karla wrote down her bowling scores for the last seven weeks: 168, 130, 147, 155, 185, 120 and 145.

1. What was Karla's average score for the last seven weeks?

2. What was Karla's median bowling score?

3. If Karla's average was 130 at the beginning of the seven weeks, what percent has Karla's average increased?

4. Recreate the data using Karla's scores for the last 2 weeks to show her average and any average increase in a table format.



# Call Center Analysis

**Other Task Groups and Levels:**  
A1.2  
A2.2  
B2.2

## Performance Descriptors

- Manages unfamiliar elements to complete tasks
- Makes estimates involving many factors where precision is required
- Calculates and interprets summary measures (e.g. mean, median, mode) and percent change
- Chooses and performs required operations; makes inferences to identify required operations
- Interprets, represents and converts values using whole numbers, decimals, percentages, ratios, and fractions
- Finds, integrates and analyses data
- Organizes and represents numerical information (e.g. tables, graphs)
- Makes predictions using data; identifies trends
- Uses strategies to check accuracy

## Embedded Skills

- Identifies and describes trends in graphed data
- Calculates mean, median and mode and uses them to describe data

## Practitioner Instructions

Review the activity with the learner and have him/her answer the questions. Provide extra paper for Question 6.

## Practitioner Notes

Successful	Yes	No
------------	-----	----

### Additional Sample Tasks

#### Premium Rates

Measureup-Towes

<http://measureup.towes.com/pdfs/SA4-N3.pdf>

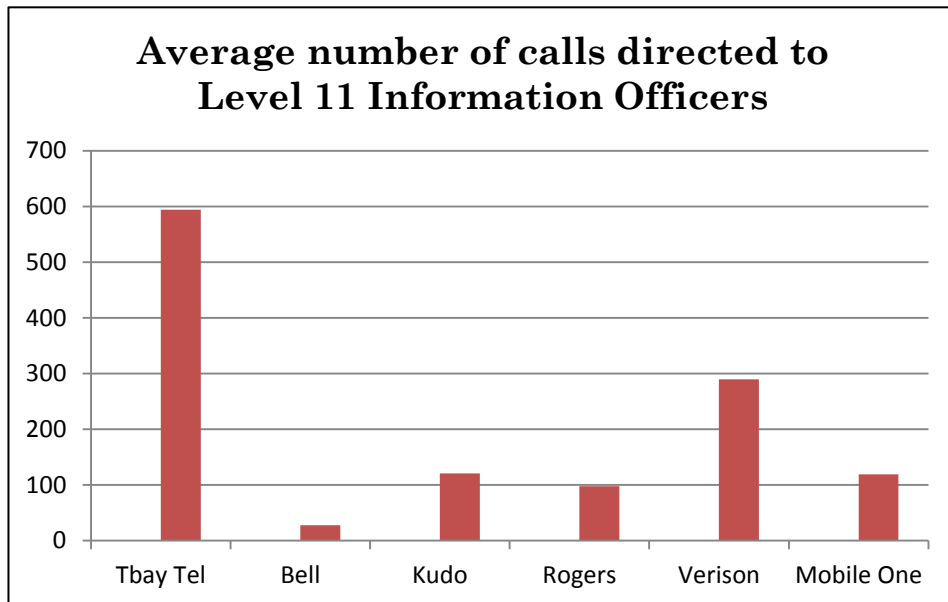
<http://measureup.towes.com/pdfs/SA8-N3.pdf>

Developed by:

Dryden Literacy  
Association

# Call Centre for Cell Phone Companies

Average number of calls received by call centre daily by type of cell phone company		
<b>Tbay Tel</b>		<b>594</b>
<b>Bell</b>		<b>28</b>
<b>Kudo</b>		<b>121</b>
<b>Rogers</b>		<b>98</b>
<b>Verison</b>		<b>290</b>
<b>Mobile One</b>		<b>119</b>



# Call Center Analysis

Human resources and training departments monitor trends to identify areas where training would improve company operations. Refer to the training need data to answer the questions below.

Level 1 Information Officers always try to answer client questions first. When they cannot, they direct calls to level 11 Information Officers.

1. Information officers receive calls about six types of cell phones. Which type of cell phones do customers call about most?

---

2. At least some of all type of calls gets directed to Level 11. On average, how many calls are directed to Level 11 Officers daily?

---

3. Express the number of Bell Canada calls received, to the total number of all calls that go to level 11 as a ratio.

---

4. Calculate the percent of calls about Mobile One that get directed to level 11.

---

5. Calculate the percent of calls about Kudo that get directed to Level 11.

---

6. Marston would like to reduce the number of calls that get directed to Level 11. To do this, they plan to provide training to Level 1 Information Officers about the cell phone types they have the most trouble answering questions about.

- Use the data to decide which two types of cell phones should be the focus of Marston's training efforts.
- Write a paragraph on another sheet of paper making this recommendation to the training manager. Be sure to explain why your choices would meet their objective.



D

Task Group: Use Digital Technology

Level 1



# Logging In

Other Task Groups and Levels:  
A1.1  
B2.1

## Performance Descriptors

- Follows simple prompts
- Follows apparent steps to complete tasks
- Interprets brief texts and icons
- Locates specific functions and information
- Requires support to identify sources and to evaluate and integrate information

## Embedded Skills

- Operates a mouse
- Understands the purpose and use of a pointer and hand cursor
- Locates and understands and begins to use common keys and icons

## Practitioner Instructions

Review the activity with the learner and observe the learners ability to complete the task.

## Practitioner Notes

Successful	Yes	No
------------	-----	----

### Additional Sample Tasks

Office of Literacy and Essential Skills

[http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/cu\\_self\\_assessment.pdf](http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/cu_self_assessment.pdf)

OALCF Implementation Strategy

[http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/10.%20self-assessment\\_%20independence.pdf](http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/10.%20self-assessment_%20independence.pdf)

Developed by:  
Dryden Literacy Association

# Logging In



With your Instructor please complete the following 2 activities.

1. Sit down at an available computer and show your instructor;
  - a) How to log onto a computer
  - b) How to log into a personal account
  
2. Once logged on show instructor how to;
  - a) Open Word Pad
  - b) Type your name and address

## Internet and Email Basics

### Other Task Groups and Levels:

A1.1  
B2.1  
B2.2  
B3.1b

### Performance Descriptors

- Selects and follows apparent 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 (e.g. Internet, software help menu)



### Embedded Skills

- Uses word processing to complete B2.1 tasks
- Creates a bulleted list
- Saves document to appropriate folders
- Sends emails; sends attachments; interprets and uses features of an email program

### Practitioner Instructions

Review the activity with the learner and observe the learners ability to complete the task.

### Practitioner Notes

Successful	Yes	No
------------	-----	----

### Additional Sample Tasks

#### Recognizing Life's Work

Learning Activity 1(low level D2)-

Research a Trip  
Pg. 9

Learning activity 2(high level D2)-

Respond to an Email  
Pg. 11

#### Eskargo-Skills and Knowledge reference sheet

<http://www.lbspractitionertraining.com/oalcf/eskargo-a-oalcf-implementation-strategy-resource/382-eskargo-d2>

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Association

# Internet and Email Basics

## Create an attachment and send/receive an email

---

- Part A** Create a bulleted list and save the document, (i.e. list of family names, grocery list)
- Part B** Write an email to your instructor, asking for a reply.
- Part C** Attach the file you created in Part A to your email.
- Part D** Send the email to your instructor.
- Part E** Open and read the response from your instructor.
- Part F** Send a response back to your instructor



## Create a Flyer

### Performance Descriptors

- Experiments and problem solves to achieve the desired results
- Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks
- Makes inferences to interpret icons and text
- Selects appropriate software when required by the task
- Identifies sources, evaluates and integrates information
- Customizes software interfaces (e.g. toolbar, homepage settings)
- Performs advanced searches (e.g. refines search terms, uses advanced search features, cross-refers between websites)

### Embedded Skills

- Selects a design theme in Publisher
- Inserts and moves clip art pictures; changes size of clip art
- Formats font, colors, borders
- Adds text and aligns
- Saves, prints and edits document
- Inserts or creates hyperlinks

### Practitioner Instructions

Provide the learner with a copy of the activity and make sure the learner has adequate time to complete it.

### Practitioner Notes

Successful	Yes	No
------------	-----	----

### Other Task Groups and Levels:

A1.1  
A2.3  
B3.3a  
B3.3b

### Additional Sample Tasks

#### Making a Special Occasion Slideshow

[http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/MakingaSpecialOccasionSlideshow\\_EI\\_B2.2\\_B3.2b\\_B4\\_D.3\\_0.pdf](http://taskbasedactivitiesforlbs.ca/sites/default/files/pdf/MakingaSpecialOccasionSlideshow_EI_B2.2_B3.2b_B4_D.3_0.pdf)

#### Computer Use Self-Assessment

Office of Literacy and Essential Skills

[http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/computer\\_use\\_self\\_assessment.pdf](http://www.hrsdc.gc.ca/en/g/jobs/les/docs/tools/computer_use_self_assessment.pdf)

Developed by:  
Dryden Literacy Association

# Create a Flyer

**Your dog had puppies and you want to sell them.**

1. Create a professional looking marketing flyer with tear-off tabs (using Publisher) that will help you sell your puppies.
2. Include your personal contact information and a description of your location.
3. Make sure you describe the puppies.
4. Make sure you include at least one clip art image in your flyer.
5. Include a link (hyper-link) to information about vaccination, spaying or neutering your pet.
6. Print and save your flyer and hand it in to your instructor.



## Welcome Package

### Performance Descriptors

- Demonstrates a positive attitude towards learning
- Accepts positive feedback and constructive criticism
- Recognizes and expresses when one does not know something
- Accepts new learning challenges; willing to work independently
- Takes responsibility for learning; takes initiative; takes risks in learning situations
- Manages time (e.g. makes realistic estimates about time, meets deadlines, completes activities and tasks in logical order)
- Attends class regularly and punctually
- Checks accuracy of work

#### At this level, learners:

Set short term goals, begin to use limited learning strategies, and begin to monitor own learning

### Practitioner Instructions

The OALCF Implementation Strategy has a Welcome Package with tasks and self-assessment at level one for this competency. To access this resource follow the link below.

[http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/3.%20welcome%20package %20oalcf%20level%201.pdf](http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/3.%20welcome%20package%20oalcf%20level%201.pdf)

### Practitioner Notes

Successful	Yes	No
------------	-----	----

#### Other Task Groups and Levels:

A1.2  
A2.1  
B1.1  
B2.1  
B3.1a  
F



### Additional Sample Tasks

#### Self-Assessments

Office of Literacy and Essential Skills

1. Continuous Learning;  
[http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/cl\\_self\\_assessment.pdf](http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/cl_self_assessment.pdf)
2. Thinking;  
[http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/thinking\\_self\\_assessment.pdf](http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/thinking_self_assessment.pdf)

#### Multiple Self-Assessments

Learning With Swagger, Print-based resource

Adapted from:  
OALCF Implementation Strategy

# Welcome Package Level 2

## Other Task Groups and Levels:

A1.2  
A2.2  
B2.2  
B3.2a  
F

## Performance Descriptors

- Demonstrates a positive attitude towards learning
- Accepts positive feedback and constructive criticism
- Recognizes and expresses when one does not know something
- Accepts new learning challenges; willing to work independently
- Takes responsibility for learning; takes initiative; takes risks in learning situations
- Manages time (e.g. makes realistic estimates about time, meets deadlines, completes activities and tasks in logical order)
- Attends class regularly and punctually
- Checks accuracy of work

### At this level, learners:

Set realistic short and long-term goals, use a limited number of learning strategies, and monitor own learning

## Practitioner Instructions

The OALCF Implementation Strategy has a Welcome Package with tasks and self-assessment at a level 2 for this competency. To access this resource follow the link below.

[http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/4.%20welcome%20package\\_%20oalcf%20level%202.pdf](http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/4.%20welcome%20package_%20oalcf%20level%202.pdf)

## Additional Sample Tasks

### Self-Assessments

Office of Literacy and Essential Skills

1. Continuous Learning;  
[http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/cl\\_self\\_assessment.pdf](http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/cl_self_assessment.pdf)
2. Thinking;  
[http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/thinking\\_self\\_assessment.pdf](http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/thinking_self_assessment.pdf)

### Multiple Self-Assessments

Learning With Swagger, Print-based resource

#### Tip:

These packages can be used in totality and would be considered a B3.3 level document, or, if used on an individual basis would follow the above competencies.

Adapted from:  
OALCF Implementation Strategy

## Practitioner Notes

Successful	Yes	No
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# Orientation Package

## Other Task Groups and Levels:

A1.3

A2.3

B2.3

B3.2a

## Performance Descriptors

- Demonstrates a positive attitude towards learning
- Accepts positive feedback and constructive criticism
- Recognizes and expresses when one does not know something
- Accepts new learning challenges; willing to work independently
- Takes responsibility for learning; takes initiative; takes risks in learning situations
- Manages time (e.g. makes realistic estimates about time, meets deadlines, completes activities and tasks in logical order)
- Attends class regularly and punctually
- Checks accuracy of work

### At this level, learners:

Set realistic short and long-term goals, use a variety of learning strategies, and monitor and evaluate own learning

## Practitioner Instructions

The OALCF Implementation Strategy has an Orientation Package with tasks and self-assessment at level three for this competency. To access this resource follow the link below.

[http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/5.%20welcome%20package\\_%20oalcf%20level%203.pdf](http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/5.%20welcome%20package_%20oalcf%20level%203.pdf)

## Practitioner Notes



Successful	Yes	No
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## Additional Sample Tasks

### Self-Assessments

Office of Literacy and Essential Skills

1. Continuous Learning;  
[http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/continuous\\_self\\_assessment.pdf](http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/continuous_self_assessment.pdf)
2. Thinking;  
[http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/thinking\\_self\\_assessment.pdf](http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/thinking_self_assessment.pdf)

### Multiple Self-Assessments

Learning With Swagger-  
Print-based resource

### Tip:

A learner at this level should be able to complete this package independently.

## Working with Others Self-Assessment

Other Task Groups and Levels:  
B3.2a

### Performance Descriptors

- Understands one's role; seeks clarification as required
- Recognizes roles of others
- Acknowledges/identifies responsibilities
- Accepts one's share of responsibilities
- Acknowledges and accepts others' perspectives
- Adapts behavior to the demands of the situation
- Shows an awareness of group dynamics
- Meets group expectations
- Demonstrates tolerance and flexibility
- Demonstrates a willingness to help others
- Makes contributions that take into account one's strengths and limitations
- Recognizes areas of agreement and disagreement
- Contributes to finding a mutually agreeable situation
- Takes action to resolve the conflict



### Additional Sample Tasks

#### OALCF Implementation Strategy

<http://www.lbspractitionertraining.com/images/stories/PDF/NewerISR/10.%20self-assessment%20independence.pdf>

#### Multiple Self- Assessments

Learning With Swagger -  
Print-based

#### Tip:

This tool can be used with all 3 levels. Practitioner involvement will depend on the learner's competency level.

### Practitioner Instructions

Have the learner complete the self-assessment at intake, ongoing and exit. This tool can be either printed or completed online at;

[http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/wwo\\_self\\_assessment.pdf](http://www.hrsdc.gc.ca/eng/jobs/les/docs/tools/wwo_self_assessment.pdf)

### Practitioner Notes

Successful	Yes	No
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## Independence Answers

A1.1	<ol style="list-style-type: none"> <li>1. Mary</li> <li>2. East end of City Park</li> <li>3. \$50.00</li> <li>4. Medicine, make-up and ID cards</li> <li>5. 421-7676</li> <li>6. Friday, April 20th</li> </ol>
A1.2	<ol style="list-style-type: none"> <li>1. Hair, grease, food and other junk</li> <li>2. Overflow hole</li> <li>3. Follow the directions on the bottle</li> <li>4. It works like an auger and loosens the junk</li> <li>5. Because it's most likely corrosive to your skin</li> <li>6. Call a plumber</li> </ol>
A1.3	<ol style="list-style-type: none"> <li>1. Core Values-the fundamental beliefs of a person  Security of the office-feels comfortable with an office job  Landscape of choices-requires many decisions  Out of alignment-mismatch  Wary-cautious  Down the road-in the future</li> <li>2. i) People thinking of changing jobs</li> <li>3. What do I love to do  What job would use my Talent  What training would I take</li> <li>4. (Many possible answers, i.e. forest ranger)</li> <li>5. Too impersonal and complex</li> <li>6. It could lead to feeling so f disappointment or displeasure</li> <li>7. (Many possible answers)</li> </ol>
A2.1	The learner must demonstrate enough of the Performance Descriptors to be successful
A2.2	<ol style="list-style-type: none"> <li>1. Increasing</li> <li>2. \$1075</li> <li>3. May 20-27, June 10-17</li> </ol>
A2.3	<ol style="list-style-type: none"> <li>1. To show where you can purchase local produce throughout the year, It was produced by Cloverbelt Country Farmer`s Market</li> <li>2. Honey Mills Farm</li> <li>3. 5</li> <li>4. 8</li> <li>5. Honey, beef, buffalo, elk, lamb, pork, tea, herbs,</li> <li>6. Asparagus and strawberries</li> <li>7. Any answer that demonstrates an understanding</li> <li>8. Any answer that demonstrates a personal view with an explanation</li> </ol>

<b>A3</b>	<p>Preparing for a Doctor's Appointment</p> <ol style="list-style-type: none"> <li>1. Comprehension Test - T, T, T, F, T</li> <li>2. Vocabulary Test- E, C, B, A, D,</li> </ol> <p>Feeling the Blues</p> <ol style="list-style-type: none"> <li>1. Comprehension Test – T, T, T, T, T</li> <li>2. Vocabulary Test- sad, work, good, problem, nothing</li> </ol>
<b>B1.1</b>	<p>The learner must demonstrate enough of the Performance Descriptors to be successful</p>
<b>B1.2</b>	<p>Remember to separate the whites from the colors  This is how to select the program  Put the detergent in the drawer  It takes about an hour</p> <ol style="list-style-type: none"> <li>1. Review what the learner has written- The learner must demonstrate enough of the Performance Descriptors to be successful</li> <li>2. Review the list</li> <li>3. Evaluate the learners explanation to a friend, and determine if he/she was successful based on the performance descriptors</li> </ol>
<b>B1.3</b>	<p>The learner must demonstrate enough of the Performance Descriptors to be successful</p>
<b>B2.1</b>	<p>The learner must demonstrate enough of the Performance Descriptors to be successful</p>
<b>B2.2</b>	<p>The learner must demonstrate enough of the Performance Descriptors to be successful</p>
<b>B2.3</b>	<p>Part 1</p> <ul style="list-style-type: none"> <li>• The learner must demonstrate enough of the Performance Descriptors to be successful</li> <li>• Toronto Health Connection, 416-338-7600</li> <li>• June 1, 2001</li> <li>• January 19-25, 2004</li> <li>• Designated smoking room</li> </ul> <p>Part 2</p> <ul style="list-style-type: none"> <li>• Causes cancer</li> <li>• Causes hardening of the arteries</li> <li>• Can double the risk of stroke in non-smokers</li> <li>• Makes it harder for people to breath</li> <li>• May cause other symptoms, itchy eyes, runny nose etc.</li> </ul> <p>Part 3</p> <ul style="list-style-type: none"> <li>• Apx. 3000 Canadians a year</li> <li>• To avoid breathing harmful chemicals</li> <li>• Hardening of the arteries, cancer, coughing, sneezing, nausea, dizziness etc.</li> <li>• They die earlier than they should have</li> <li>• Unborn baby still in the womb</li> </ul>

	<p>Part 4</p> <ul style="list-style-type: none"> <li>Review what the learner has written- The learner must demonstrate enough of the Performance Descriptors to be successful</li> </ul>
<b>B3.1a</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>B3.1b</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>B3.2a</b>	<p>Date: Tuesday, Feb 12                      Time: 11:55 a.m.</p> <p>To: Mr.Green</p> <p>From: Bud white</p> <p>Telephone: 709-555-4321    PLEASE CALL</p> <p>Message: Would like to meet with you next week</p> <p>Taken by: Kitty King</p>
<b>B3.2b</b>	<p>\$650.00 available after rent for budgets</p> <p>Charts- The learner must demonstrate enough of the Performance Descriptors to be successful</p>
<b>B3.3a</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>B3.3b</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>B4</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>C1.1</b>	<ol style="list-style-type: none"> <li>\$5.00</li> <li>2 videos</li> <li>\$7.00, \$3.00</li> <li>24 quarters, 60 dimes, 120 nickels</li> </ol>
<b>C1.2</b>	<p>Task 1: \$10.50</p> <p>Task 2: 2, 2, 4.5, 4.5, 5 = 18 hours</p> <ol style="list-style-type: none"> <li>5</li> <li>\$189.00</li> <li>\$149.78</li> <li>Yes</li> </ol> <p>Part B</p> <ol style="list-style-type: none"> <li>\$18.94</li> <li>\$2.46</li> <li>\$21.40</li> <li>\$38.60</li> <li>Open to discussion</li> </ol>

<p><b>C1.3</b></p>	<p>Most likely the \$500.00/week job because meals and lodgings are included          You get to eat and have a place to stay which is included in the price          You will have a better chance of getting the job if you have experience; but if you don't they will still hire you          In this case it means working through the summer till fall          No, more information is needed. You would have to make a phone call          \$200.00/month for groceries          \$100.00/month for gas          Complete Chart          \$1200.00          \$200.00          Sunny Hill Farms          \$2000.00          \$600.00          \$1400.00          Smith Orchards          \$2400.00          \$1200.00          \$1200.00          He should choose the job at Sunny Hill farms because he would have more money left over</p>
<p><b>C2.1</b></p>	<p>Refer to the calendar for answers to questions 1-4          5.Four twenty          6.A period of time equal to 1000 years          7.A unit of time equal to 1 sixtieth of a minute          8.An Analogue clock is one that has Hands to read the time</p>

**C2.2 Part A**

12 hr time	24 hr time
12:25 am	<b>12:25 hrs</b>
<b>1:00 am</b>	01:00 hrs
2:35 am	<b>02:35 hrs</b>
4:30 pm	<b>16:30 hrs</b>
5:15 am	<b>05:15 hrs</b>
<b>4:00 pm</b>	16:00 hrs
<b>5:10 pm</b>	07:10 hrs
8:12 am	<b>08:12 hrs</b>
11:00 pm	<b>23:00 hrs</b>
<b>8:00 pm</b>	20:00 hrs
1:37 pm	<b>13:37 hrs</b>
5:15 pm	<b>17:15 hrs</b>

2)

- a) two hundred hours
- b) twenty ten hours

3)

- a) 06:59 hrs
- b) 07:00 hrs
- c) 23:30 hrs

**Part B**

1. 120 min
2. 3 hrs
3. 270 min
4. 8 hrs
5. 2 hrs and 20 min
6. 195 min
7. 6 hrs and 40 min
8. 165 min

**C2.3** Review the learner's answers- The learner must demonstrate enough of the Performance Descriptors to be successful

**C3.1** Instructor will have to recheck the measurements taken

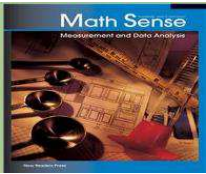
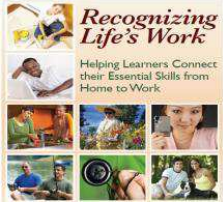



**C3.2** (area of floor)  $26.23\text{m}^2$   
 (cost of carpet) \$498.11  
 (area of walls)  $10.75 + 15.25 + (\text{area of ceiling}) 26.23 = 52.23\text{m}^2$   
 (cost of paint) needs 2 cans = \$43.90  
 (Perimeter)  $2(4.3 + 6.1) = 20.8\text{m}$   
 (border)  $20.8 / 4.5 = 4.6$  rolls  $4.6 \times 9.99 = \$45.95$   
 Total Cost = \$587.96

<b>C3.3</b>	<ol style="list-style-type: none"> <li>1. Apx. 311 cu. Ft.</li> <li>2. Apx 9.6 ft. wide</li> </ol>
<b>C4.1</b>	<ol style="list-style-type: none"> <li>1. November</li> <li>2. \$146.00</li> <li>3. \$21.00</li> <li>4. October and November</li> </ol>
<b>C4.2</b>	<ol style="list-style-type: none"> <li>1. 150 – average</li> <li>2. 147 – median</li> <li>3. Apx. 15 %</li> <li>4. The learner must demonstrate enough of the Performance Descriptors to be successful</li> </ol>
<b>C4.3</b>	<ol style="list-style-type: none"> <li>1. T-bay Tel</li> <li>2. 208.33</li> <li>3.</li> </ol>
<b>D1</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>D2</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>D3</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>E1</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>E2</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>E3</b>	The learner must demonstrate enough of the Performance Descriptors to be successful
<b>F</b>	The learner must demonstrate enough of the Performance Descriptors to be successful


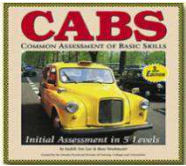














# Independence Goal Path Resources

Print Based Resources	
<p><b>Common Assessment of Basic Skills (CABS)</b></p>	
<p><b>Essential Skills For Personal Success</b></p>	
<p><b>Essential Skills-Have You Used Yours Today?</b></p>	
<p><b>Finding Your Way at Work-Beyond Reading and Writing</b></p>	
<p><b>I've Opened Up</b></p>	
<p><b>Learning With Swagger</b></p>	
<p><b>Making Essential Skills Work for You Learning Activities</b></p>	

<p><b>Math Sense-Measurement and Data Analysis</b></p>	
<p><b>Recognizing Life's Work, Helping Learners Connect Their Skills from Home to Work</b></p>	
<p><b>Self-Management, Self-Direction Back to Basics</b></p>	
<p><b>Using Digital Technology</b></p>	
<p><b>V.O.I.C.E</b></p>	

For access to these resources please click on the link provided or visit the EOPG Partners Gateway to download the [Selected Assessment Tools](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Seleced_Assessment_Tools_Mar_11.pdf) and [Selected Learning Materials List](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Seleced_Assessment_Tools_Mar_11.pdf) documents at:  
[http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF Selected Assessment Tools Mar 11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Seleced_Assessment_Tools_Mar_11.pdf)

Web Based Resources	
<p><b>BBC Skillswise</b>  <a href="http://www.bbc.co.uk/skillswise">www.bbc.co.uk/skillswise</a></p>	
<p><b>CABS online</b>  <a href="http://www.lleo.ca/col/cabs_online.html">www.lleo.ca/col/cabs_online.html</a></p>	
<p><b>Comic Generator</b>  <a href="http://www.makebeliefscomix.com/Comix/">http://www.makebeliefscomix.com/Comix/</a></p>	
<p><b>EOPG Partners Gateway</b>  <a href="http://www.tcu.gov.on.ca/eng/eopg/tools/forms.html">http://www.tcu.gov.on.ca/eng/eopg/tools/forms.html</a></p>	
<p><b>GCF Learn Free</b>  <a href="http://www.gcflearnfree.org">www.gcflearnfree.org</a></p>	
<p><b>Measure Up/Skillplan</b>  <a href="http://measureup.towes.com">http://measureup.towes.com</a></p>	
<p><b>Northern Literacy Networks</b>  <a href="http://northernliteracy.ca/index.php/en/">http://northernliteracy.ca/index.php/en/</a></p>	
<p><b>OALCF Implementation Strategy</b>  <a href="http://www.lbspractitionertraining.com">www.lbspractitionertraining.com</a></p>	
<p><b>Office of Literacy and Essential Skills</b>  <a href="http://www.hrsdc.gc.ca/eng/jobs/les/index.shtml">http://www.hrsdc.gc.ca/eng/jobs/les/index.shtml</a></p>	

<p><b>Ontario Ministry of Training Colleges and Universities</b></p> <p><a href="https://osap.gov.on.ca/">https://osap.gov.on.ca/</a></p>	
<p><b>Poetry</b></p> <p><a href="http://www.poetry.com/?vm=r">www.poetry.com/?vm=r</a></p>	
<p><b>Public Health Agency of Canada</b></p> <p><a href="http://www.phac-aspc.gc.ca/fs-sa/videos/index-eng.php">www.phac-aspc.gc.ca/fs-sa/videos/index-eng.php</a></p>	
<p><b>Task Based Activities for LBS</b></p> <p><a href="http://taskbasedactivitiesforlbs.ca/">http://taskbasedactivitiesforlbs.ca/</a></p>	
<p><b>The Learning Edge</b></p> <p><a href="http://www.thewclc.ca/edge">www.thewclc.ca/edge</a></p>	
<p><b>Wordle</b></p> <p><a href="http://www.wordle.net/create">www.wordle.net/create</a></p>	

For access to these resources please click on the link provided or visit the EOPG Partners Gateway to download the Selected Assessment Tools and Selected Learning Materials List documents at:  
[http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Selected\\_Assessment\\_Tools\\_Mar\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_Assessment_Tools_Mar_11.pdf)