Task-based Activity Cover Sheet

Task Title: Calculate the number of cars required to take a group of children to a sporting event

Learner Name:
Date Started: **Date Completed:**   **Successful Completion:**   Yes___   No___
Goal Path: Employment ✓ Apprenticeship___ Secondary School___ Post Secondary ___ Independence ✓
Task Description: The learner will use a club list and a driver sign-up sheet to calculate the number of cars needed to drive a group of children to a track and field event.

Competency: C: Understand and Use Numbers A: Find and Use Information	**Task Group(s):** C4: Manage Data A2: Interpret Documents

Level Indicators: C4.1: Make simple comparisons and calculations   A2.1: Interpret very simple documents to locate specific details
Performance Descriptors: see chart after answer sheet or click here
Links to skill building activities: see the last page or click here
Materials Required: • Learner Information and Tasks sheet   • Club list   • Driver sign-up sheet   • Pencil

ESKARGO:
 C4.1 Skills and Knowledge Required for Successful Task Performance
 ☐ *Addition & Subtraction*
     o Mentally adds and subtracts one digit numbers
     o Writes and solves simple addition and subtraction sentences (e.g., 5 + 6 = 11)
     o Adds whole numbers by carrying
     o Subtracts whole numbers by borrowing

  - o Adds and subtracts multi-digit whole numbers with and without regrouping
☐ Identifies and compares quantities of items
☐ Identifies and performs required operation
☐ Follows apparent steps to reach solutions
☐ Uses strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)

A2.1 Skills and Knowledge Required for Successful Task Performance

Reading Strategies – Decoding and Comprehension Enhancement
☐ Uses knowledge of vocabulary and sight words related to specific signs, labels, lists and simple forms to understand text
☐ Uses phonics and knowledge of word parts to decode words
☐ Uses context cues and personal experience to draw meaning from signs, labels, lists
☐ and simple forms
☐ Uses background knowledge on common uses and purposes of signs, lists, labels and
☐ forms to gather meaning

Forms and Conventions – Find Information/Research/Understand Types of Texts
☐ Identifies how lists are organized (e.g., sequential, chronological, alphabetical, etc.)
☐ Uses basic features of lists, labels and simple tables to gather meaning (e.g., titles, bullets and numbering, headings, relationship between rows and columns, etc.)
☐ Scans to locate a single piece of information or specific details

Comprehension – Read to Understand/Retell
☐ Reads signs, symbols and common sight words from everyday life
☐ Locates specific details in simple documents, such as labels and signs
☐ Identifies the type of information that can be found in the list

Interpretation – Read and Apply Understanding
☐ Locates a single piece of information in lists and simple tables
☐ Begins to identify sources and to evaluate and integrate information

Attitudes:
Practitioner,
We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:
☐ Attitude is not important ☐ Attitude is somewhat important ☐ Attitude is very important

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Coaches and parent volunteers sometimes must calculate the number of cars needed to take children to a sporting event. Look at the "Track and Field Meet Roster" and the "ride sign-up sheet".

Learner Information and Tasks:

Task 1: How many children will need rides to the track and field meet? The children whose names are crossed off the list are **not** attending the event.

Task 2: What is the least number of cars that will be needed?

SUNDELL REGIONAL TRACK & FIELD MEET ROSTER – Friday, May 15

Marywood Track & Field Club	Junior level	Coach: Mr. Michel Le Bruin

NAME	EVENT
1. Alberg, Hendrik	Boys' shot put
2. Bartkowski, Ivan	Boys' 200M
3. Bison, Georgette	Girls' 4X100M relay
4. Blauvelt, Gretchen	Girls' 100M
5. ~~Brandt, Jacob~~	
6. Carmody, Bianca	Girls' long jump
7. Chada, Rishi	Boys' triple jump
8. Chen, Jillian	Girls' 300M dash
9. Gulliver, Rachael	Girls' shot put
10. ~~Ishida, Marie~~	
11. Jensen, Olivia	Girls' 4X100M relay
12. Khouri, Jareer	Boys' long jump
13. ~~Mc Tavish, Ian~~	
14. Okeke, Michael	Boys' high jump
15. Portella, Maria	Girls' 4X100M relay
16. Quang, Ivy	Girls' 800M race walk
17. Roberts, Gregory	Boys' 60M dash
18. Santos, Romero	Boys' distance medley
19. ~~Takens, Robert~~	
20. Talavera, Custodia	Girls' 4X100M relay
21. ~~Thibideau, Ariana~~	
22. Yee, Thomas	Boys' 300M dash

SUNDELL REGIONAL TRACK & FIELD MEET – Friday, May 15

DRIVER SIGN-UP SHEET

Marywood Track & Field Club	Junior level	Coach: Mr. Michel Le Bruin

NAME	NUMBER OF RIDERS	PHONE NUMBER
Maria Okeke	2	226-806-4491
Han Quang	4	519-721-5643
Pieter Blauvelt	4	519-641-2310
Juan Santos	5	226-805-4016
Roberta Blackwood	2	519-773-9422
Trevor Carmody	4	226-913-4377
Astrid Runnels	3	519-747-3389
Janine Gulliver-Jones	3	519-504-6638

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Answer Key

Task 1: How many children will need rides to the track and field meet? The children whose names are crossed off the list are **not** attending the event.

17 children   (22 children in the group – 5 children not attending the meet = 17 children needing rides)

[Note: The learner may also use counting to arrive at a correct answer.]

Task 2: What is the least number of cars that will be needed?

4 cars:

1.	Juan Santos	5 riders
2.	Han Quang	4 riders
3.	Pieter Blauvelt	4 riders
4.	Trevor Carmody	<u>4 riders</u>
		17 riders

[Note: If the learner has made an error in calculating the number of children needing rides in Task 1, do not penalize for that error in this task. If the learner's calculation for this task is correct, the learner has successfully completed Task 2.]

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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
C4.1	• adds, subtracts, multiplies and divides whole numbers and decimals			
	• identifies and compares quantities of items			
	• understands numerical order			
	• identifies and performs required operation			
	• follows apparent steps to reach solutions			
	• uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)			
A2.1	• scans to locate specific details			
	• identifies how lists are organized (e.g. sequential, chronological, alphabetical)			
	• requires support to identify sources and to evaluate and integrate information			

This task: was successfully completed___   needs to be tried again___

Learner Comments

_____   _____
Instructor (print)   **Learner Signature**

Skill Building Activities

Links to online resources:

- **Counting**
http://www.mathsisfun.com/numbers/counting.html
https://www.khanacademy.org/math/early-math/cc-early-math-counting-topic/cc-early-math-counting/v/number-grid
http://www.projectread.ca/pdf/AddingToMySkills.pdf **Pages 9-32 – practice counting activities**

- **Addition/Subtraction**
http://www.gcflearnfree.org/math/additionsubtraction
https://www.khanacademy.org/math/early-math/cc-early-math-add-sub-topic

- **BBC Skillwise - Math**
This site has a short video on division in everyday & workplace situations ie, planting, sharing a food bill, building stairs
http://www.bbc.co.uk/skillswise/topic/division

- **Interpret Documents**
http://www.skillplan.ca/measure-up **- Document use - Loading Summary**
Select Practice - Then choose the Skill Type - Document Use, then "Lists and Tables" for the skills to practice. One of the activities is called Loading Summary. You may need to select "Same skill" to advance to this activity.

- **Counting Math problems practice**
http://www.mathplayground.com/SMP_Counting.html

LearningHUB courses available:

- **Essential Skills Independent Study**
  - **Document Use Level 1 Asg. 2 – Reading tables** (assigned by practitioner after assessment)
  - **Basic Skills for the Real World – A new Job: Sorting Boxes**

- **Math Independent Study – 101 – Addition, Subtraction (Whole Numbers)** (assigned by practitioner after assessment)

   ***To access LearningHUB courses**, learners must register for the LearningHUB e-Channel program by completing the registration form on their website and completing the course selection (page 2 of the registration form): https://www.learninghub.ca/get_registered.aspx

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