

OALCF Task Cover Sheet

Task Title: Making a Garage Sale Flyer

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence <input checked="" type="checkbox"/>	
Task Description: In this task set, a learner is asked to create a flyer for a garage sale at their house and to get prices on having copies of the flyer printed. The task also has the learner find the best prices for photocopying.	
Competencies: A: Find and Use Information B: Communicate Ideas and Information C: Understand and use numbers D: Use Digital Technology	Task Group(s): A1: Read continuous text A2: Interpret documents B1: Interact with others B2: Write continuous text B3: Complete & create documents C1: Manage money D3: Experiment and problem-solve to perform multi-step digital tasks
Level Indicators: A1.1: Read brief texts to locate specific details A2.1: Interpret very simple documents to locate specific details B1.1: Participate in brief interactions to exchange information with one other person B2.1: Write brief texts to convey simple ideas and factual information B3.1b: Create very simple documents to display and organize a limited amount of information C1.1: Compare costs and make simple calculations D.3: Experiment and problem-solve to perform multi-step digital tasks	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none">• Question or Task Sheet• Computer with MS Power Point (preferred) or Word software programs• Printer• Access to phone• Phone book with Yellow Pages or access to the Yellow Pages on the computer via a web browser	

Instructor Preparation: Review the Tasks below. Help the learner prepare with skill-building activities. Ensure the learner has some familiarity with MS Publisher or Word to create slides and documents with text boxes.

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You have decided to have a garage sale at your house on June 24 from 8:00 am to 12 noon to get rid of some household items. The items include: old dishes, a few pots and pans, a desk and chair set, a 6' book shelf, children's toys, two pairs of ice skates, and some, small assorted household items. In this task, you must create a garage sale flyer using Microsoft's Publisher or Word program. It should include the key pieces of information: time, date, address and items to be sold. The flyer should be attractive and clear so it gets people's attention. You will get 25 copies printed to post around your neighbourhood.

Task 1: a) What will be the title of your flyer?

b) Use a text box to put the title on your flyer.

Task 2: List four pieces of information that you should include in your flyer.

Task 3: Use text boxes to put the information listed under Task 2 on to your flyer.

Task 4: Add two photos or two pieces of clip art to your flyer. Feel free to add more photos or clip art if you wish.

Task 5: When you think that your flyer is complete, print it out.

Task 6: Look up the names and phone numbers and/or email addresses of three local printers. Use the Yellow Pages in the phone book or the online Yellow Pages.

List the three printers with telephone numbers and/or email addresses.

Task 7: You need to print 25 copies of your flyer. Using email or phone, find out from each of the printers what their price per copy is for colour copies and for black & white copies. Fill in the chart with the information.

Printer	Colour copies	Black & white copies

Task 8: Which printer will be the least expensive to use to print your flyer?

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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A1.1	<ul style="list-style-type: none"> reads short texts to locate a single piece of information 			
	<ul style="list-style-type: none"> decodes words and makes meaning of sentences in a single text 			
	<ul style="list-style-type: none"> follows the sequence of events in straightforward chronological texts 			
	<ul style="list-style-type: none"> follow simple, straightforward instructional texts 			
	<ul style="list-style-type: none"> identifies the main idea in brief texts 			
A2.1	<ul style="list-style-type: none"> scans to locate specific details 			
	<ul style="list-style-type: none"> interprets brief text and common symbols 			
	<ul style="list-style-type: none"> locates specific details in simple documents, such as labels and signs 			
	<ul style="list-style-type: none"> identifies how lists are organized (e.g. sequential, chronological, alphabetical) 			
	<ul style="list-style-type: none"> requires support to identify sources and to evaluate and integrate information 			
B1.1	<ul style="list-style-type: none"> conveys information on familiar topics 			
	<ul style="list-style-type: none"> shows an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others 			
	<ul style="list-style-type: none"> chooses appropriate language in exchanges with clearly defined purposes 			
	<ul style="list-style-type: none"> participates in short, simple exchanges 			
	<ul style="list-style-type: none"> gives short, straightforward instructions or directions 			
	<ul style="list-style-type: none"> speaks or signs clearly in a focused and organized way 			
	<ul style="list-style-type: none"> repeats or questions to confirm understanding 			
	<ul style="list-style-type: none"> uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures) 			

B2.1	<ul style="list-style-type: none"> writes simple texts to request, remind or inform 			
	<ul style="list-style-type: none"> conveys simple ideas and factual information 			
	<ul style="list-style-type: none"> demonstrates a limited understanding of sequence 			
	<ul style="list-style-type: none"> uses sentence structure, upper and lower case and basic punctuation 			
	<ul style="list-style-type: none"> uses highly familiar vocabulary 			
B3.1b	<ul style="list-style-type: none"> follows conventions to display information in lists, labels, simple forms, signs (e.g. images support the message, text is legible) 			
	<ul style="list-style-type: none"> organizes lists to suit purpose (e.g. chronologically, alphabetically, numerically, sequentially) 			
	<ul style="list-style-type: none"> includes titles where required 			
	<ul style="list-style-type: none"> uses labels and headings to organize content 			
	<ul style="list-style-type: none"> presents text and numbers below one or more headings in lists 			
C1.1	<ul style="list-style-type: none"> adds, subtracts, multiplies and divides whole numbers and decimals 			
	<ul style="list-style-type: none"> recognizes values in number and word format 			
	<ul style="list-style-type: none"> understands numerical order 			
	<ul style="list-style-type: none"> begins to interpret integers, such as in a negative bank balance 			
	<ul style="list-style-type: none"> identifies and performs required operation 			
	<ul style="list-style-type: none"> follows apparent steps to reach solutions 			
	<ul style="list-style-type: none"> interprets and represents costs using monetary symbols and decimals 			
	<ul style="list-style-type: none"> rounds to the nearest dollar 			
	<ul style="list-style-type: none"> uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation) 			
D.3	<ul style="list-style-type: none"> experiments and problem-solves to achieve the desired results 			
	<ul style="list-style-type: none"> manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks 			
	<ul style="list-style-type: none"> makes inferences to interpret icons and text 			
	<ul style="list-style-type: none"> selects appropriate software when required by the task 			

This task: was successfully completed ___

needs to be tried again ___

Learner Comments

Instructor (print)

Learner Signature