



Task-based Activity Cover Sheet

**Task Title:** Follow directions to a local retail outlet

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes___ No___	
<b>Goal Path:</b> Employment ✓ Apprenticeship___ Secondary School___ Post Secondary ___ Independence ✓	
<b>Task Description:</b> Read a map to find the way to a local retail outlet	
<b>Competency:</b> A: Find and Use Information	<b>Task Group(s):</b> A1: Read continuous text A2: Interpret documents
<b>Level Indicators:</b> A1.1: Read brief texts to locate specific details A2.1: Interpret very simple documents to locate specific details	
<b>Performance Descriptors:</b> see chart on last page or <a href="#">click here</a>	
<b>Links to skill building activities:</b> see the last page or <a href="#">click here</a>	
<b>Materials Required:</b> <ul style="list-style-type: none"><li>• Suggested skill-building activities: Can your student use Google Maps or Mapquest to find directions to a location? Can your student read a paper map? Is your student familiar with the names of main roads in your community?</li><li>• Decide whether you want to use the example below or relate this task to the workplace of the student and your nearest stationery store. Use Print Screen to capture the Google or Mapquest map.</li></ul>	
<b>ESKARGO:</b> Reading Strategies – Decoding and Comprehension Enhancement <ul style="list-style-type: none"><li>• Develops list of sight words related to specific tasks</li><li>• Uses phonics and knowledge of word parts to decode words</li><li>• Uses context cues and personal experience to gather meaning from the text</li><li>• Scans simple text to locate a single piece of information</li></ul>	



## Prepared for: Cementing Integration Project – QUILL Learning Network 2015

### Forms and Conventions – Find Information/Research/Understand Types of Texts

- Reads text having familiar, everyday content
- Reads text with simple, concrete information in simple, familiar wording

### Comprehension – Read to Understand/Retell

- Reads signs, symbols and common sight words from everyday life
- Makes meaning of sentences in a single text

### Interpretation – Read and Apply Understanding

- Locates a single piece of information in short texts
- Follows simple, straightforward instructions

### 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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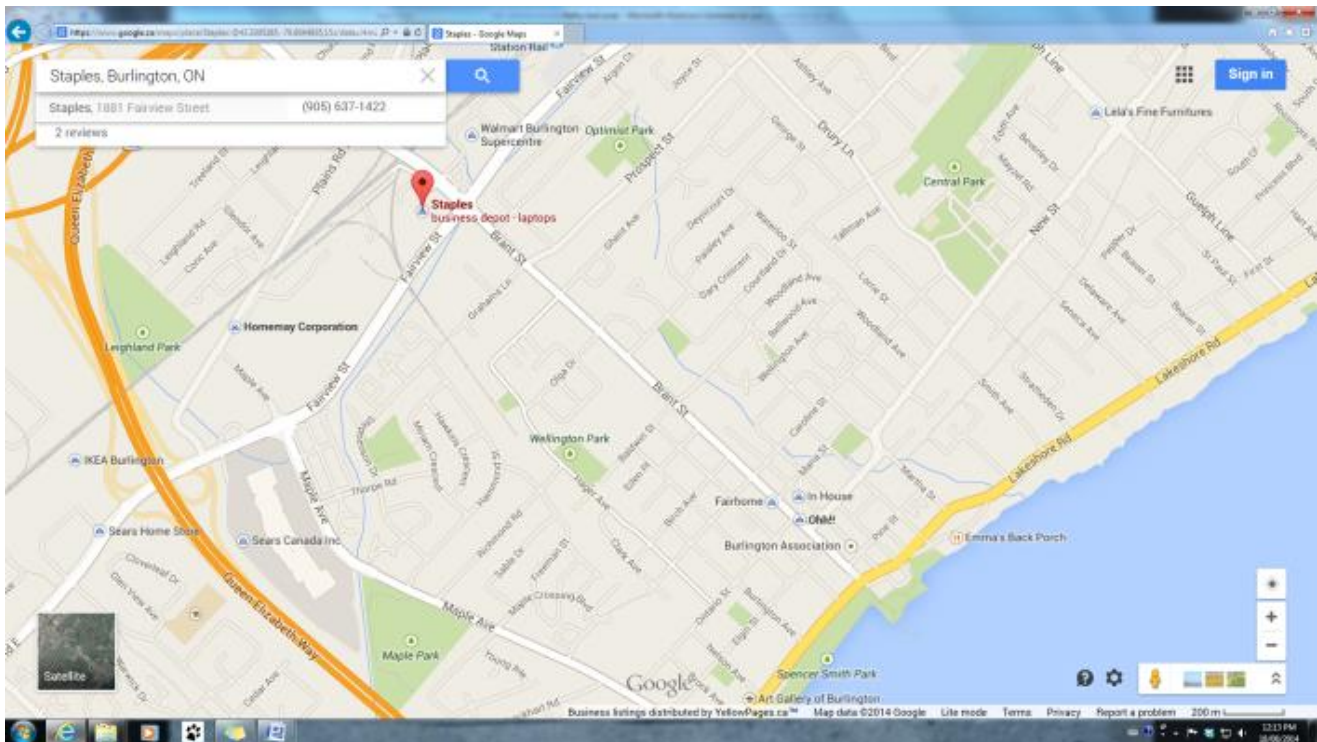
**Learner Information and Tasks:**

Office clerks may be required to go to a local office supply store to pick up small items that would cost too much to ship. Look at the map to find Fairhome Furniture Store and Staples.

**Task 1:** Find and circle the Fairhome Furniture Store at 468 Brant St..

**Task 2:** Find and circle office supply store Staples at 1881 Fairview St.

**Task 3:** Use the map to find the way to Staples. Highlight or draw line for the route on the map from the Fairhome Furniture Store to the Staples Store.



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**Answer Key**

**Task 1:** Find and circle your place of work Fairhome Furniture Store, 468 Brant St..

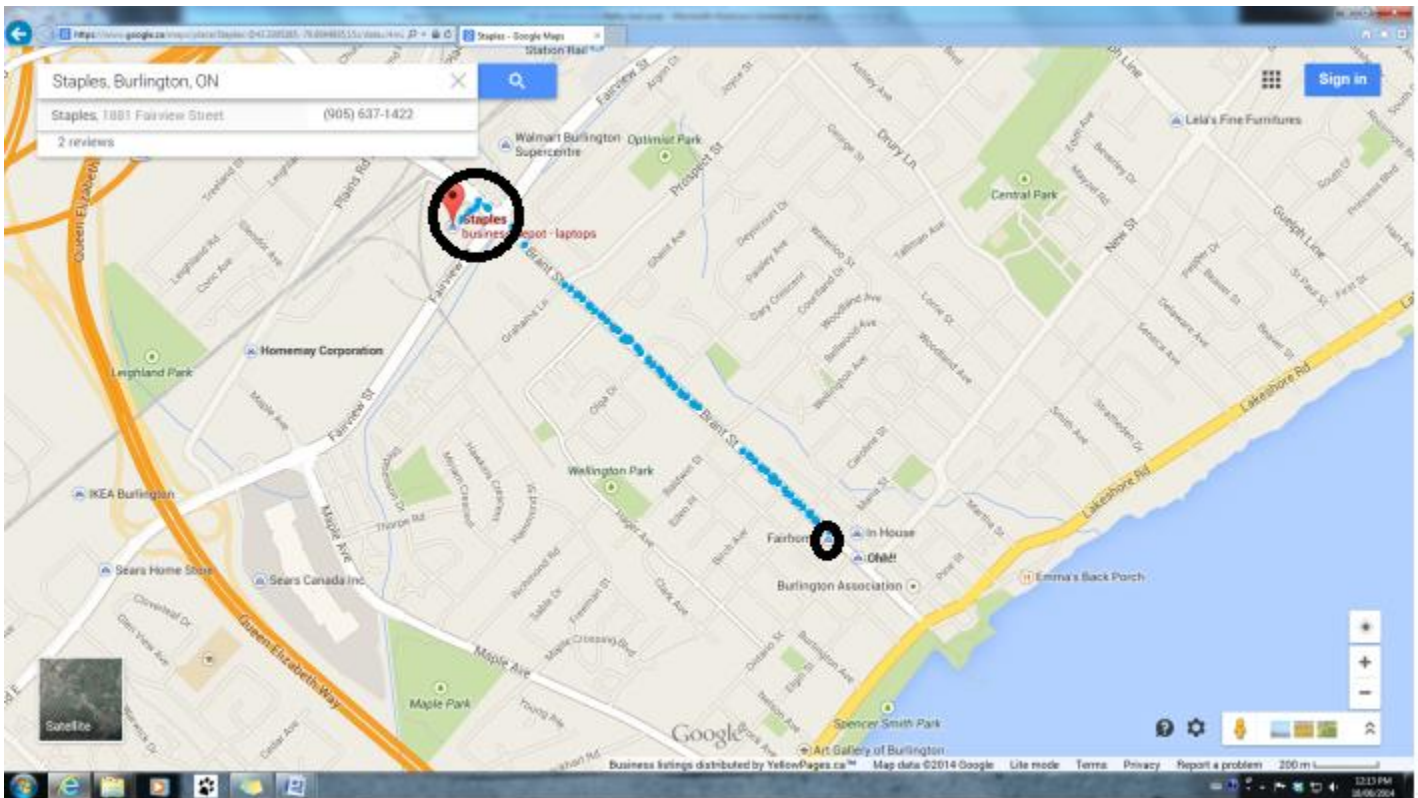
**Task 2:** Find and circle office supply store Staples, 1881 Fairview St.

**Task 3:** Use the map to find the way to Staples. Highlight or draw line for the route on the map from the Fairhome Furniture Store to the Staples Store.

**Head northwest on Brant St toward Victoria St**

**Turn left onto Fairview St (signs for Plains Road/Queen Elizabeth Way)**

**Destination will be on the left.**





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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"><li>reads short texts to locate a single piece of information</li></ul>			
	<ul style="list-style-type: none"><li>decodes words and makes meaning of sentences in a single text</li></ul>			
	<ul style="list-style-type: none"><li>follows the sequence of events in straightforward chronological texts</li></ul>			
	<ul style="list-style-type: none"><li>follow simple, straightforward instructional texts</li></ul>			
A2.1	<ul style="list-style-type: none"><li>scans to locate specific details</li></ul>			

**This task:** was successfully completed\_\_\_\_ needs to be tried again\_\_\_\_

<b>Learner Comments</b>

\_\_\_\_\_  
**Instructor (print)**

\_\_\_\_\_  
**Learner Signature**



## Skill Building Activities

### Links to Online Resources:

- <http://www.gcflearnfree.org/reading/readingactivities/textexplorer> (Select “Location and Place” from the ‘Choose A Category’ dropdown menu; the first reading activity called “Misdirection” is the most relevant activity in this category).
- <https://www.youtube.com/watch?v=zZKDJreri68> (A Youtube video titled “Read A Map To Find Directions”)
- <http://www.funenglishgames.com/readinggames/directions.html> (An activity for choosing the right routes/directions on a map)
- [http://www.ehow.com/how\\_6774440\\_map-route-google-maps.html](http://www.ehow.com/how_6774440_map-route-google-maps.html) (A step-by-step article titled “How to Map A Route On Google Maps”)

### LearningHUB Courses Available

- **Live Classes (SABA) – Math Stories**
- **Reading & Writing, Independent Study – Reading Level 1 Assignment 1 (“Reading Strategies 1”); Reading-Level 1 Assignment 3 (“Reference and Technical Material 1”); Reading-Level 2 Assignment 1 (“Reading Strategies 2”); Reading-Level 2 Assignment 2 (“Reading Directions 2”)** (assigned by practitioner following 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](https://www.learninghub.ca/get_registered.aspx)

**\*To Access LearningHUB Course Catalogue:**

<http://www.learninghub.ca/Files/PDF-files/HUBcoursecatalogue,%20December%2023,%202014%20revision.pdf>