



Task-based Activity Cover Sheet

**Task Title:** Write instructions for a simple procedure

<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> The learner will write brief instructions describing a simple procedure for a co-worker, employee, fellow student, family member, roommate, etc.	
<b>Competency:</b> B: Communicate Ideas and Information	<b>Task Group(s):</b> B2: Write Continuous Text
<b>Level Indicators:</b> B2.1: Write brief texts to convey simple ideas and factual information	
<b>Performance Descriptors:</b> see chart on last page <a href="#">or click here</a>	
<b>Links to skill building activities:</b> see the last page <a href="#">or click here</a>	
<b>Materials Required:</b> <ul style="list-style-type: none"><li>• Copy for learner of Task instructions</li><li>• Note paper</li><li>• Pencil and eraser</li></ul>	
<b>ESKARGO:</b> <b>Skills and Knowledge Required for Successful Task Performance</b> <b>Purpose and Form – Write for Various Purposes</b> <ul style="list-style-type: none"><li>• Writes brief texts to convey simple ideas and factual information</li><li>• Writes simple texts to request, remind, or inform</li><li>• Writes simple notes and short, simple personal letters</li><li>• Writes instructions and directions</li></ul> <b>Organization – Visual Presentation</b> <ul style="list-style-type: none"><li>• Prints and writes legibly</li><li>• Demonstrates some understanding of sequence</li></ul>	

- Identifies purpose and intention for writing

### **Style – Voice, Vocabulary and Sentence Variety**

- Writes for a familiar audience
- Writes on familiar, day-to day topics
- Uses words from everyday, oral vocabulary
- Introduces some less familiar words
- Writes simple but complete sentences
- Avoids writing sentences that are sentence fragments and run-on sentences

### **Mechanics – Punctuation, Spelling and Grammar**

#### *Punctuation*

- Uses proper punctuation including: periods, exclamation marks, question marks and commas

#### *Spelling*

- Writes word endings (“ed” “ing” “s”) from knowledge of spoken English
- Uses basic phonics to spell unfamiliar words

#### *Grammar*

- Uses proper word form and word order to convey complete thoughts
- Uses connecting words to link simple sentences
- Writes sentences in the negative (e.g., I will not do that/I cannot do that/ He does not do that)
- Uses correct verb tenses for simple present, simple past, future, present continuous, past continuous and future continuous
- Uses proper subject/verb agreement
- Uses regular and irregular plurals correctly

### **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



**Task Title:** Write instructions to describe a simple procedure

There are many situations in which someone may need to write instructions for another person. Here are some examples:

- A parent writes instructions to a child for doing household chores (dishes, laundry...)
- A parent writes bedtime or feeding instructions for a babysitter
- A renter writes instructions for housemates on sorting recyclables or keeping the kitchen tidy
- An apartment dweller writes instructions for a friend on getting into his/her building with a secured entrance
- A homeowner writes instructions for a yard maintenance company on work to be done
- A pet owner writes instructions on care and feeding of a pet for a pet sitter
- A student writes instructions on how to complete an assigned project for an absent classmate
- An apprentice writes instructions on steps needed to complete a repair job for a boss or co-worker
- An online customer service representative writes instructions for returning a defective product
- A health care worker writes instructions for taking medications or caring for an injury
- A factory employee writes instructions to a co-worker on the next shift about using new equipment

**Learner Information and Tasks:**

**Task 1:** Write brief instructions for a child on how to clean the dishes.

**Task 2:** Write brief instructions for another person on how to pack your lunch.



**Task Title:** Write instructions to describe a simple procedure

**Answer Key**

**Tasks 1-2:** Answers will vary depending on the procedure described, but should describe the process in a simple manner. Sequence is not that important.



**Task Title:** Write instructions to describe a simple procedure

Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
B2.1	<ul style="list-style-type: none"><li>• writes simple texts to request, remind or inform</li></ul>			
	<ul style="list-style-type: none"><li>• conveys simple ideas and factual information</li></ul>			
	<ul style="list-style-type: none"><li>• demonstrates a limited understanding of sequence</li></ul>			
	<ul style="list-style-type: none"><li>• uses sentence structure, upper and lower case and basic punctuation</li></ul>			
	<ul style="list-style-type: none"><li>• uses highly familiar vocabulary</li></ul>			

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

<b>Learner Comments</b>

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

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



## Skill Building Activities

### Link to online resources:

- <http://www.bbc.co.uk/skillswise/worksheet/en13styl-e3-w-writing-an-instructive-text> (This is a worksheet on writing instructions to help plan your writing using a 3-part printable grid.)
- <http://www.bbc.co.uk/skillswise/worksheet/en12plan-l1-w-planning-with-a-list> (This is a worksheet that can be printed off that helps map out the Who/What/Why of a piece of writing using bulleted lists to help plan your writing)
- <https://www.youtube.com/watch?v=-HutuMqTAPw> (This is a Youtube video that teaches how to use the expressions First/Next/Last/After That/Finally/Etc... to sequence your writing)
- [http://resources.hwb.wales.gov.uk/VTC/lists\\_and\\_instructions/eng/Introduction/MainSession.htm](http://resources.hwb.wales.gov.uk/VTC/lists_and_instructions/eng/Introduction/MainSession.htm) (This is a link to an interactive activity where a learner can either put items from a list in the correct order or can practice writing their own step-by-step instructions for simple activities; would be helpful for lower-level learners with a visual learning style)

### LearningHUB online courses available:

- **Reading & Writing, Independent Study (assigned by practitioner following assessment):**
  - Grammar, Spelling, Punctuation Assignments 1/2/3;
  - Expanded Grammar & Writing Assignments 1 & 2;
  - Expanded Grammar Assignments 1/2/3/4 ;
  - Expanded Writing Assignments 2/3/4 (“Writing Strategies DD/EE/FF”);
  - Writing Level 1 (“Grammar 1 + Mechanics 1+ Writing Skills and Strategies 1 + Notes and short Memos 1)
- **Live Classes (SABA)** – Filling in Forms; Punctuation; Spelling & Grammar Rules.

**\*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%202023,%202014%20revision.pdf>