**OALCF Task Cover Sheet**

**Task Title:** Reading and Comprehending a Brochure

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| **Learner Name:** |
| **Date Started: Date Completed:****Successful Completion:** Yes\_\_\_ No\_\_\_ |
| **Goal Path:** Employment\_\_\_ Apprenticeship\_\_\_ Secondary School **✔** Post Secondary **✔** Independence\_\_\_ |
| **Task Description:**In this task the learner is required to read and understand a brochure on Geocoaching. |
| **Competency:**A: Find and Use Information B: Communicate Ideas and Information | **Task Group(s):**A1: Read continuous text A2: Interpret documentsB2: Write continuous text. |
| **Level Indicators:**A1.1: Read brief texts to locate specific details.A1.2: Read texts to locate and connect ideas and information.A1.3: Read longer texts to connect, evaluate, and integrate ideas and information.A2.2: Interpret simple documents to locate and connect information.A2.3: Interpret somewhat complex documents to connect, evaluate and integrate information.B2.1: Write brief texts to convey simple ideas and factual information.B2.2: Write texts to explain and describe information and ideas. |
| **Performance Descriptors:** see chart on last page  |
| **Materials Required:*** Pen / Pencil and/or computer
* Questions sheet and brochure
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**Task Title: Reading and Comprehending a Brochure**

**Learner Information and Tasks:** When doing research on various learning opportunities and programs individuals need to read brochures and understand the content.

Read the brochure “**A Guide to Geocaching**” and complete the following tasks. **You will find the brochure in the PDF file.**

1. What is Geocaching?
2. What do the initials GPS stand for?
3. What are the rules of Geocaching?
4. Who can be a “Geocacher”?

1. What is trilateration?
2. What are two ways someone who is Geocaching could use a GPS?
3. Why would it be important to let someone else know where you are going when Geocaching?
4. In your opinion, what are some of the benefits of Geocaching?

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**Answer Key:**

1. What is Geocaching?

**Geocaching is a high-tech treasure hunting game played throughout the world by adventure seekers equipped with GPS devices.**

1. What do the initials GPS stand for?

**Global Positioning System**

1. What are the rules of Geocaching?

**• If you take something from the cache, leave something of equal or greater value.**

**• Write about your find in the cache logbook.**

**• Log your find at www.geocaching.com.**

1. Who can be a “Geocacher”?

**Geocaching participants include people from all age groups, including families with children, students, adults and retirees.**

1. What is trilateration?

**When a location is identified by measuring its distance from at least three satellites**

1. What are two ways someone who is Geocaching could use a GPS?
* **Enter the geocaches coordinates to find or hunt for the cache**
* **Enter the geocache coordinates when you are hiding a cache**
* **For marking your car as a waypoint**
1. Why would it be important to let someone else know where you are going when Geocaching?

**Answers will vary, but they should be about safety.**

1. In your opinion, what are some of the benefits of Geocaching?

**Answers will vary, but they should include something about it being a sense of community and beneficial to the environment.**

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| Performance Descriptors | **Needs Work** | **Completes task with support from practitioner** | **Completes task independently** |
| **A1.1** | * Reads short texts to locate a single piece of information
 |  |  |  |
|  | * Decodes words and makes meaning of sentences in a single text
 |  |  |  |
|  | * Identifies the main idea in brief texts
 |  |  |  |
| **A1.2** | * Scans text to locate information
 |  |  |  |
|  | * Locates multiple pieces of information in simple texts
 |  |  |  |
|  | * Makes low-level inferences
 |  |  |  |
|  | * Makes connections between sentences and between paragraphs in a single text
 |  |  |  |
|  | * Reads more complex texts to locate a single piece of information
 |  |  |  |
|  | * Follows the main events of descriptive, narrative and informational texts
 |  |  |  |
| **A1.3** | * Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks
 |  |  |  |
|  | * Identifies the purpose and relevance of texts
 |  |  |  |
|  | * Infers meaning which is not explicit in texts
 |  |  |  |
|  | * Uses organizational features, such as headings, to locate information
 |  |  |  |
| **A2.2** | * Performs limited searches using one or two search criteria
 |  |  |  |
|  | * Uses layout to locate information
 |  |  |  |
|  | * Makes connections between parts of documents
 |  |  |  |
|  | * Makes low-level inferences
 |  |  |  |
|  | * Begins to identify sources and evaluate information
 |  |  |  |
| **A2.3** | * Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks
 |  |  |  |
|  | * Integrates several pieces of information from documents
 |   |  |  |
|  | * Uses layout to locate information
 |  |  |  |
|  | * Makes inferences and draws conclusions from information displays
 |  |  |  |
| **B2.1** | * Writes simple texts 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
 |  |  |  |
| **B2.2** | * Writes texts to explain and describe
 |  |  |  |
|  | * Begins to sequence writing with some attention to
* principles (e.g. time, importance)
 |  |  |  |
|  | * Connects ideas using paragraph structure
 |  |  |  |
|  | * Uses 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
 |  |  |  |

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

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| Learner Comments |
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#### Instructor (print) Learner Signature