**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 documents  B2: 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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**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