

Task Title: Carpenters Use Digital Pictures to Communicate

# OALCF Cover Sheet – Practitioner Copy

**Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Started: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Goal Path:** | Employment | Apprenticeship |
| Secondary School | Post Secondary | Independence |

**Successful Completion:**  Yes No

**Task Description:** Take digital pictures and send them by email. Discuss the email and picture with instructor.

**Main Competency/Task Group/Level Indicator:**

* Communicate Ideas and Information/Interact with others/B1.2
* Communicate Ideas and Information/Write continuous text/B2.2
* Use Digital Technology/D.2

**Materials Required:**

* Pen/pencil and paper
* Computer or digital device
* Cell phone/tablet with camera or digital camera
* Email address

# Learner Information

Carpenters take pictures to identify materials that are needed or to explain problems on the job site. When ordering materials, a picture can help ensure that the correct materials are ordered. When there is a problem, a picture can be more accurate than an explanation of the problem.

# Work Sheet

**Task 1: The trim around the door (casing) of your classroom needs to be replaced. Using your cell phone or tablet, take a picture of the casing. Evaluate the picture to decide if it is clear.**

Answer:

Task completed: Yes:

**Task 2: Email the picture to your instructor and include a description of the trim. Tell your instructor new casing needs to be purchased**.

Answer:

Task completed: Yes:

**Task 3: Review the email and picture with your instructor. During the review, ask your instructor if the emailed explanation and picture clearly described the trim. Write a summary of the review and email it to your instructor.**

Answer:

Task completed: Yes:

**Task 4: Take a picture of a hinge on the door in your classroom. Show the picture to your instructor.**

Answer:

Task completed: Yes:

**Task 5: Write an email to your instructor explaining that the door doesn’t close properly and you need three new hinges to fix it.**

Answer:

Task completed: Yes:

# Answers

**Task 1: The trim around the door (casing) of your classroom needs to be replaced. Using your cell phone or tablet, take a picture of the casing. Evaluate the picture to decide if it is clear.**

Answer: Confirm that the learner has taken a clear picture of the casing. Note: Clarity may depend on the quality of the cell phone camera.

**Task 2: Email the picture to your instructor and include a description of the trim. Tell your instructor new casing needs to be purchased**.

Answer: The email should include a relevant subject and explanation in the body of the email. The picture must be attached and legible.

**Task 3: Review the email and picture with your instructor. During the review, ask your instructor if the emailed explanation and picture clearly described the trim. Write a summary of the review and email it to your instructor.**

Answer: The summary should capture the essence of the discussion and follow appropriate writing rules. Let the learner know if the summary is accurate.

**Task 4: Take a picture of a hinge on the door in your classroom. Show the picture to your instructor.**

Answer: Confirm that the learner has taken a picture of the classroom door hinge. Note: Clarity may depend on the quality of the cell phone camera.

**Task 5: Write an email to your instructor explaining that the door doesn’t close properly and you need three new hinges to fix it.**

Answer: Ensure the note accurately describes the problem and the materials that are needed to repair the door.

# Performance Descriptors

| Levels | Performance Descriptors | Needs Work | Completes task with support from practitioner | Completes task independently |
| --- | --- | --- | --- | --- |
| B1.2 | shows an awareness of factors that affect interactions, such as differences in opinions and ideas, and social, linguistic and cultural differences |  |  |  |
|  | demonstrates some ability to use tone appropriately |  |  |  |
|  | uses strategies to maintain communication, such as encouraging responses from others and asking questions |  |  |  |
|  | speaks or signs clearly in a focused and organized way |  |  |  |
|  | uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures) |  |  |  |
| B2.2 | writes texts to explain and describe |  |  |  |
|  | conveys intended meaning on familiar topics for a limited range of purposes and audiences |  |  |  |
|  | begins to sequence writing with some attention to organizing principles (e.g. time, importance) |  |  |  |
|  | 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 |  |  |  |
| D.2 | selects and follows appropriate steps to complete tasks |  |  |  |
|  | locates and recognizes functions and commands |  |  |  |
|  | makes low-level inferences to interpret icons and text |  |  |  |
|  | begins to identify sources and evaluate information |  |  |  |

This task: Was successfully completed Needs to be tried again

Learner Comments:

Instructor (print): Learner (print):

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