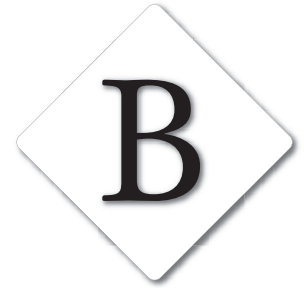


Auto/Truck Services Assignment I

Organization Plus

- Filling in a form
- Reading for information



Assignment Summary

In this assignment, the learner will

- read the scenario narrative
- fill in the form
- prioritize work.

Prior Knowledge

- *Essential Skills*
- *LBS Levels*

Teaching Planning Notes

- Use *Canadian Tire* “Action Organizer”

With learner

- Review narrative with learner
- Review form layout

Achievement Indicators

- Completes form
- Prioritizes work
- Identifies learning on self-achievement chart

FOCUS ON LEARNING

ESSENTIAL SKILLS

| | Complexity Levels | | | | |
|------------------------|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| <i>Reading Text</i> | ■ | | | | |
| <i>Document Use</i> | ■ | | | | |
| <i>Writing</i> | ■ | | | | |
| <i>Thinking Skills</i> | ■ | | | | |

LITERACY AND BASIC SKILLS

| | LBS Levels | | | | |
|--------------------------------|------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Communication | | | | | |
| <i>Read with Understanding</i> | | | ■ | | |
| <i>Write Clearly</i> | | | ■ | | |

Self-Management and Self-Direction

| |
|---|
| <i>Concentration and Memory</i> |
| <i>Problem Solving</i> |
| <i>Self-Assessment</i> |
| <i>Thinking Skills</i> |
| <i>Time Management and Organization</i> |

Ontario Curriculum Linkages

Locally Developed Compulsory Credit, English, Grade 9 (ENG1L)

Developing Reading and Viewing Skills – Overall Expectations

DRVV.02 – read and recognize a variety of short, engaging, authentic, and relevant print and non-print text forms, both teacher- and student-selected

Reading a Variety of Texts – Specific Expectations

DRV2.02 – be familiar with text forms commonly used in everyday life and in the workplace (e.g., maps, memos, schedules, websites, voting ballots, surveys, billboards, flyers)

Locally Developed Compulsory Credit Course, English – Grade 10 (ENG2L)

Extending Reading and Viewing Skills – Overall Expectations

ERVV.02 – read and interpret a variety of engaging, authentic, and relevant print and non-print text forms, both teacher and student selected

Reading a Variety of Texts – Specific Expectationss

ERV2.01 – apply the reading process as strategic readers to a variety of student- and teacher-selected authentic texts commonly used in everyday life and in the workplace (e.g., skimming text in magazines, short fiction, scripts, electronic text; interpreting data from graphs, tables, timelines; rereading manuals, project plans)

Organization Plus

Mario is an automobile technician at *Canadian Tire*. He has been given a list of tasks by his service manager. It is February 6, 2006. He must order them according to priority.

If more than one task has been given the same priority letter, he must decide on the order that he does them.

Fill in the form as if you were Mario, listing the order in which you will do the tasks.

| Things to Do | Priority |
|----------------------------------|----------|
| Change oil in Buick | B |
| Rotate tires on grey Honda | B |
| Check washer fluid in green Ford | C |
| Check all fluid levels in Taurus | B |
| Oil hoist in Bay Z | A |

He has 2 important appointments, which must be noted.

He must attend a shop meeting at 11:30 a.m.

He must leave at 3:30 p.m. for a dental appointment.



ACTION ORGANIZER



Today's date _____

THINGS TO DO

PRIORITY (A B C)

COMPLETE

| | | |
|-----------|--------------------------|--------------------------|
| 1. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. _____ | <input type="checkbox"/> | <input type="checkbox"/> |

IMPORTANT APPOINTMENTS

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

