

Landscaping and Grounds Maintenance Labourer

Daily Landscape Checklist

Landscaping and grounds maintenance labourers perform manual work to assist in the construction of landscapes and related structures and to maintain lawns, gardens, athletic fields, golf courses, cemeteries, parks, landscaped interiors and other landscaped areas. They are employed by landscaping and lawn care companies, golf courses, cemeteries, and by landscaping departments of governments and private establishments. To learn more about this occupation, [click here](#).

Check out the video before completing the tasks. Choose [video](#) or [video with subtitles](#).

This activity contains skill-building activities leading up to the demonstration of Essential Skills tasks at skill levels 1 and 2. Teachers and facilitators are encouraged to choose the skill-building activities and/or tasks that meet the needs of the learners.

1. Tasks

Landscaping and Grounds Maintenance Labourers must complete a checklist each day of the work they have completed.

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

Task 1

Complete the Daily Landscape Checklist.

a) Enter the following information:

- Today's date
- Today's weather
- Supervisor – Tony Bennett
- Staff Member Name – (Your Name)
- Property Name – Park Street Building
- Shift Start Time: 8:30 a.m.
- Shift End Time: 5:30 p.m.

Document Use



Video



Daily Landscape Checklist



Hazard / Incident Reporting Record



Sqwincher Wrapper

Essential Skills Focus

	1	2	3
Writing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Document Use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oral Communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Measurement and Calculation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Essential Skills - Ontario Curriculum Linkages

Landscaping and Grounds Maintenance Labourer

b) Indicate that the following tasks were completed:

- Trimmed the grass
- Trimmed the shrubs
- Weeded the gardens
- Watered the gardens

Document Use

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

Task 2

Calculate the number of hours worked using the Shift Start and End times from Task 1. Remember to subtract half an hour (30 minutes) for a lunch break.

Measurement and Calculation

Landscaping and Grounds Maintenance Labourers must complete a Hazard/Incident Report when equipment is damaged. They must also contact their supervisor to inform them of the incident or hazard.

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

Task 3

During today's shift at the Park Street Building, the lawnmower blade was damaged after hitting a rock. The lawnmower needs attention and the follow up has not been completed yet.

- a) Complete the Hazard / Incident Reporting Record by entering notes about the incident. Enter the following additional details:
- Supervisor – Tony Bennett
 - Today's date

Document Use

- b) The Landscaping and Grounds Maintenance Labourer must also call the supervisor to report the incident. What should the landscaping and grounds maintenance labourer say to the supervisor? When you are ready, record your phone message to the supervisor.

Oral Communication

Landscaping and Grounds Maintenance Labourer

Landscaping and Grounds Maintenance Labourers take extra electrolytes throughout the workday to prevent dehydration.

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

Task 4

Landscaping and Grounds Maintenance Labourers work outdoors and must be mindful of their health and safety. They prevent dehydration by drinking lots of fluids, such as Sqwincher. Look at the Sqwincher wrapper.

- a) Highlight the mixing instructions on the Sqwincher wrapper

Document Use

- b) There are 8 ounces in one cup. How many cups will one package make?

Measurement and Calculation



Daily Landscape Checklist

Date: _____

Weather: _____

M T W T F S S

Supervisor / Staff Member Name	Shift Start Time	Shift End Time

Property Name	Time In	Litter Pick-up	Cut & Trim grass	Blow off patios / walks	Parking lot blow / curb lines	Check trees / dead limbs	Shrubs trimmed	Sandbox inspection / raking	Gardens – Weeds, Edging, Cultivate	Time Out	Additional Work?	Incident Report?



Hazard / Incident Reporting Record

To be completed when hazard noted or incident occurred. Supervisors should hand in at the end of each shift.

Supervisor: _____

Date: _____

M T W T F S S

Site/ Vehicle/ Place	Hazard / Incident Details and Location	Eliminate	Control	Needs Attention	Follow up Completed	Initial



2. Answer Key

Task 1


Complete the Daily Landscape Checklist.

- a) Enter the following information:
- Today's date
 - Today's weather
 - Supervisor – Tony Bennett
 - Staff Member Name – (Your Name)
 - Property Name – Park Street Building
 - Shift Start Time: 8:30 a.m.
 - Shift End Time: 5:30 p.m.
- b) Indicate that the following tasks were completed:
- Trimmed the grass
 - Trimmed the shrubs
 - Weeded the gardens
 - Watered the gardens

Answer


a) See Task 1 a) Answer Sheet

Document Use ②

 Check **page 10** for one way to get this answer.

b) See Task 1 b) Answer Sheet

Document Use ②

 Check **page 11** for one way to get this answer.


Task 2

Calculate the number of hours worked using the Shift Start and End times from Task 1. Remember to subtract half an hour (30 minutes) for a lunch break.

Answer

8.5 hours worked

Measurement and Calculation ①

 Check **page 12** for one way to get this answer.

Document Use ②

Landscaping and Grounds Maintenance Labourer

Essential Skills Focus


Task 3

During today's shift at the Park Street Building, the lawnmower blade was damaged after hitting a rock. The lawnmower needs attention and the follow up has not been completed yet.

- a) Complete the Hazard / Incident Reporting Record by entering notes about the incident. Enter the following additional details:
 - Supervisor – Tony Bennett
 - Today's date
- b) The Landscaping and Grounds Maintenance Labourer must also call the supervisor to report the incident. What should the landscaping and grounds maintenance labourer say to the supervisor? When you are ready, record your phone message to the supervisor.

Answer

a) See Task 3 a) Answer Sheet


 Check **page 13** for one way to get this answer.

Document Use ②

Writing ①

b) Answers will vary. Sample answer **AUDIO 1** Oral Communication ②

“Hello Tony. I’m calling to let you know that the lawn mower has been damaged. I hit a rock while mowing the lawn at the Park Street Building. The lawn mower will need to be repaired.”

 Check **page 14** for one way to get this answer.

Landscaping and Grounds Maintenance Labourer

Essential Skills Focus

Task 4

Landscaping and Grounds Maintenance Labourers work outdoors and must be mindful of their health and safety. They prevent dehydration by drinking lots of fluids, such as Sqwincher. Look at the Sqwincher wrapper.

- Highlight the mixing instructions on the Sqwincher wrapper.
- There are 8 ounces in one cup. How many cups will one package make?

Answer

a)



Document Use ②

b) **2.5 cups**



Check **page 15** for one way to get this answer.

Measurement and Calculation ①

3. Answer Steps

Task 1

Complete the Daily Landscape Checklist.

- a) Enter the following information:
 - Today's date
 - Today's weather
 - Supervisor – Tony Bennett
 - Staff Member Name – (Your Name)
 - Property Name – Park Street Building
 - Shift Start Time: 8:30 a.m.
 - Shift End Time: 5:30 p.m.
- b) Indicate that the following tasks were completed:
 - Trimmed the grass
 - Trimmed the shrubs
 - Weeded the gardens
 - Watered the gardens

Answer a) See Task 1 a) Answer Sheet

b) See Task 1 b) Answer Sheet

One way to get this answer...

Steps for a):

1. Look at the **Daily Landscape Checklist**.
2. Locate the heading **Date**.
3. Enter today's date: for example: **June 17, 2009**.
4. Locate the heading **Weather**.
5. Enter today's weather: for example: **Overcast**.
6. Locate the heading **Supervisor/Staff Member Name**.
7. Enter the Supervisor's name – **Tony Bennett and your name**.
8. Locate the heading **Property Name**.
9. Enter the Property Name – **Park Street Building**.
10. Locate the headings **Shift Start Time** and **Shift End Time**.
11. Enter the Start Time **8:30 a.m.** and the End Time **5:30 p.m**

Skill Focus Document Use ②

Landscaping and Grounds Maintenance Labourer

Steps for b):

1. Look at the **Daily Landscape Checklist**.
2. Scan the headings using the key word **Grass**.
3. Locate the heading **Cut and Trim Grass**.
4. Use a checkmark to indicate this work is completed.
5. Scan the headings using the key word **Shrubs**.
6. Locate the heading **Shrubs Trimmed**.
7. Use a checkmark to indicate this work is completed.
8. Scan the headings using the key word **Weeded**.
9. Locate the heading **Gardens – Weeds, Edging, Cultivate**.
10. Use a checkmark to indicate this work is completed.
11. Scan the headings using the key word **Watered**.
12. Understand that there is no heading with Watered in it.
13. Locate the heading **Additional Work**.
14. Use a checkmark to indicate this work is completed.

Skill Focus Document Use ②

Landscaping and Grounds Maintenance Labourer

Task 2

Calculate the number of hours worked using the Shift Start and End times from Task 1. Remember to subtract half an hour (30 minutes) for a lunch break.

Answer **8.5 hours worked**

One way to get this answer...

1. Identify what is required: the total number of hours worked.
2. Scan the Daily Landscape Checklist used in Task 1.
3. Locate the heading **Shift Start Time**.
4. Locate the heading **Shift End Time**.
5. Decide that the shift start time is 8:30 a.m.
6. Decide that the shift end time is 5:30 p.m.
7. Set up the problem to find the total number of hours worked.
8. Count the number of hours between 8:30 and 5:30.
9. Decide there are 9 hours between 8:30 and 5:30.
10. Subtract the half hour for lunch.
11. Understand that a half hour is .5 of an hour.
12. Calculate $9 - .5 = 8.5$.
13. Decide that the total number of hours worked is 8.5 hours.

Skill Focus

Measurement and Calculation ①

Additional Skills: Document Use ②

Landscaping and Grounds Maintenance Labourer

Task 3

During today's shift at the Park Street Building, the lawnmower blade was damaged after hitting a rock. The lawnmower needs attention and the follow up has not been completed yet.

- a) Complete the Hazard / Incident Reporting Record by entering notes about the incident. Enter the following additional details:
 - Supervisor – Tony Bennett
 - Today's date
- b) The Landscaping and Grounds Maintenance Labourer must also call the supervisor to report the incident. What should the landscaping and grounds maintenance labourer say to the supervisor? When you are ready, record your phone message to the supervisor.

Answer

a) See Task 3 a) Answer Sheet

b) Answers will vary. Sample answer **[AUDIO 1]**.

Hello Tony. I'm calling to let you know that the lawn mower has been damaged. I hit a rock while mowing the lawn at the Park Street Building. The lawn mower will need to be repaired.

One way to get this answer...

Steps for a):

1. Scan the headings using the key word **Supervisor**.
2. Locate the heading **Supervisor**.
3. Enter the supervisor's name – Tony Bennett.
4. Locate the heading **Date**.
5. Enter today's date.
6. Locate the heading **Site / Vehicle / Place**.
7. Enter the name of the vehicle that was damaged – the lawn mower.
8. Locate the heading **Hazard / Incident – Details and Location**.
9. Enter – the lawn mower ran over a rock damaging the blade.
10. Enter – the location – Park Street Building.
11. Locate the heading **Needs Attention**.
12. Enter a checkmark to indicate the lawn mower will need attention.
13. Locate the heading **Follow Up Completed**.
14. Enter No to indicate follow up has not been completed.

Skill Focus

Document Use ②

Additional Skills: Writing ①

Landscaping and Grounds Maintenance Labourer

Steps for b):

1. Identify the information requested: Report the incident to the supervisor.
2. Decide on information available: Refer to Task 3 a).
3. Provide the required information:
 - a) Who are you calling - Supervisor Tony Bennett
 - b) What are you reporting - Damage to the lawn mower
 - c) Where did the incident happen - Park Street Building
 - d) Why did the lawn mower get damaged - Ran over a rock
 - e) Will the lawn mower need to be repaired - yes
4. Decide that this information reports the incident.
5. Record your phone message to the supervisor.

Skill Focus Oral Communication ②

Landscaping and Grounds Maintenance Labourer

Task 4

Landscaping and Grounds Maintenance Labourers work outdoors and must be mindful of their health and safety. They prevent dehydration by drinking lots of fluids, such as Sqwincher. Look at the Sqwincher wrapper.

- Highlight the mixing instructions on the Sqwincher wrapper.
- There are 8 ounces in one cup. How many cups will one package make?

Answer



- b) **2.5 cups**

One way to get this answer...

Steps for a):

- Scan the Sqwincher package using the key words **Simply add**.
- Understand that Simply add to 20 FL OZ Bottled Water means to mix water and package.
- Highlight Simply add to 20 FL OZ Bottled Water.

Skill Focus Document Use ②

Steps for b):

- Identify what is required: the number of cups in 20 ounces.
- Set up the problem to find the total number of cups in 20 ounces.
- Identify that one cup equals 8 ounces.
- Calculate 20 ounces divided by 8 ounces.
- $20 \div 8 = 2.5$.
- Decide that there are 2 ½ cups in 20 ounces.

Skill Focus Measurement and Calculation ①



Daily Landscape Checklist

Date: June 17, 2009

Weather: Overcast

M T W T F S S

Supervisor / Staff Member Name	Shift Start Time	Shift End Time
Tony Bennett / Your Name	8:30 am	5:30 pm

Property Name	Time In	Litter Pick-up	Cut & Trim grass	Blow off patios / walks	Parking lot blow / curb lines	Check trees / dead limbs	Shrubs trimmed	Sandbox inspection / raking	Gardens – Weeds, Edging, Cultivate	Time Out	Additional Work?	Incident Report?
Park St. Building												



Daily Landscape Checklist

Date: June 17, 2009

Weather: Overcast

M T W T F S S

Supervisor / Staff Member Name	Shift Start Time	Shift End Time
Tony Bennett / Your Name	8:30 am	5:30 pm

Property Name	Time In	Litter Pick-up	Cut & Trim grass	Blow off patios / walks	Parking lot blow / curb lines	Check trees / dead limbs	Shrubs trimmed	Sandbox inspection / raking	Gardens – Weeds, Edging, Cultivate	Time Out	Additional Work?	Incident Report?
Park St. Building			X				X		X		X	



Hazard / Incident Reporting Record

To be completed when hazard noted or incident occurred. Supervisors should hand in at the end of each shift.

Supervisor: **Tony Bennett**

Date: **June 17, 2009**

M T W T F S S

Site/ Vehicle/ Place	Hazard / Incident Details and Location	Eliminate	Control	Needs Attention	Follow up Completed	Initial
Lawn Mower	<i>Ran over a rock when mowing the lawn at the Park Street Building</i>			X	No	

Skill-Building Activities

Sample Skill-Building Activities for Task 1

Teacher/Facilitator Notes

The following skill-building activity can be used to help learners work towards the demonstration of Essential Skills in Task 1. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

The sample skill-building activity leading up to the demonstration of Essential Skills in Task 1 is listed below.

Task 1 Skill-Building Activities

- Find important information in a completed **Daily Landscape Checklist**.

Example 1: Find important information in a completed **Daily Landscape Checklist**.

Daily Landscape Checklist												
Date: <u>July 10, 2009</u>						Weather: <u>Sunny</u>						
M T W T F S S												
Supervisor / Staff Member Name						Shift Start Time			Shift End Time			
<i>Derek / Ryan P.</i>						<i>8:00 am</i>			<i>2:30 pm</i>			
Property Name	Time In	Litter Pick-up	Cut & Trim grass	Blow off patios / walks	Parking lot blow / curb lines	Check trees / dead limbs	Shrubs trimmed	Sandbox inspection / raking	Gardens – Weeds, Edging, Cultivate	Time Out	Additional Work?	Incident Report?
<i>147 Avenue Road</i>	<i>8:00 am</i>		X			X			X	<i>9:30 am</i>		
<i>1 Yonge Street</i>	<i>11:30 am</i>	X	X	X	X					<i>2:00 pm</i>		X

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Complete the following table:

Item	Entry
Date	
Day of the week	
Weather	
Supervisor's name	
Staff member's name	
Shift start time	
Shift end time	
Property Name 1	
a) Time In	
b) Activities	<input type="checkbox"/> Litter pick-up <input type="checkbox"/> Cut & trim grass <input type="checkbox"/> Blow off patios / walks <input type="checkbox"/> Parking lot blow / curb lines <input type="checkbox"/> Check trees / dead limbs <input type="checkbox"/> Shrubs trimmed <input type="checkbox"/> Sandbox inspection / raking <input type="checkbox"/> Gardens – weeds, edging, cultivate
c) Time Out	
d) Additional Info	<input type="checkbox"/> Additional Work? <input type="checkbox"/> Incident Report?
Property Name 2	
a) Time In	
b) Activities	<input type="checkbox"/> Litter pick-up <input type="checkbox"/> Cut & trim grass <input type="checkbox"/> Blow off patios / walks <input type="checkbox"/> Parking lot blow / curb lines <input type="checkbox"/> Check trees / dead limbs <input type="checkbox"/> Shrubs trimmed <input type="checkbox"/> Sandbox inspection / raking <input type="checkbox"/> Gardens – weeds, edging, cultivate
c) Time Out	
d) Additional Info	<input type="checkbox"/> Additional Work? <input type="checkbox"/> Incident Report?


Landscaper and Grounds Maintenance Labourer

Answer Key:

Item	Entry
Date	<i>July 10</i>
Day of the week	<i>F (Friday)</i>
Weather	<i>Sunny</i>
Supervisor's name	<i>Derek</i>
Staff member's name	<i>Ryan P.</i>
Shift start time	<i>8:00 am</i>
Shift end time	<i>2:30 pm</i>
Property Name 1	<i>147 Avenue Road</i>
a) Time In	<i>8:00 am</i>
b) Activities	<input type="checkbox"/> Litter pick-up <input checked="" type="checkbox"/> Cut & trim grass <input type="checkbox"/> Blow off patios / walks <input type="checkbox"/> Parking lot blow / curb lines <input checked="" type="checkbox"/> Check trees / dead limbs <input type="checkbox"/> Shrubs trimmed <input type="checkbox"/> Sandbox inspection / raking <input checked="" type="checkbox"/> Gardens – weeds, edging, cultivate
c) Time Out	<i>9:30 am</i>
d) Additional Info	<input type="checkbox"/> Additional Work? <input type="checkbox"/> Incident Report?
Property Name 2	<i>1 Yonge Street</i>
a) Time In	<i>11:30 am</i>
b) Activities	<input checked="" type="checkbox"/> Litter pick-up <input checked="" type="checkbox"/> Cut & trim grass <input checked="" type="checkbox"/> Blow off patios / walks <input checked="" type="checkbox"/> Parking lot blow / curb lines <input type="checkbox"/> Check trees / dead limbs <input type="checkbox"/> Shrubs trimmed <input type="checkbox"/> Sandbox inspection / raking <input type="checkbox"/> Gardens – weeds, edging, cultivate
c) Time Out	<i>2:00 pm</i>
d) Additional Info	<input type="checkbox"/> Additional Work? <input checked="" type="checkbox"/> Incident Report?

Landscaper and Grounds Maintenance Labourer

TIP

- Teach learners pre-reading skills to prepare them to scan and read the **Daily Landscape Checklist**.
 - These skills may include creating/matching icons that will assist learners to improve their decoding skills.
For example: Time in = 
 - Learners should highlight words they recognize
- Familiarize learners with the different features of forms by collecting a variety of 1-page job applications, supply order forms, student referral forms, etc.

[Click here](#) to Return to Task.

Skill-Building Activities

Sample Skill-Building Activities for Task 2

Teacher/Facilitator Notes

The following skill-building activities can be used to help learners work towards the demonstration of Essential Skills in Task 2. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

Sample skill-building activities leading up to the demonstration of Essential Skills in Task 2 are listed below.

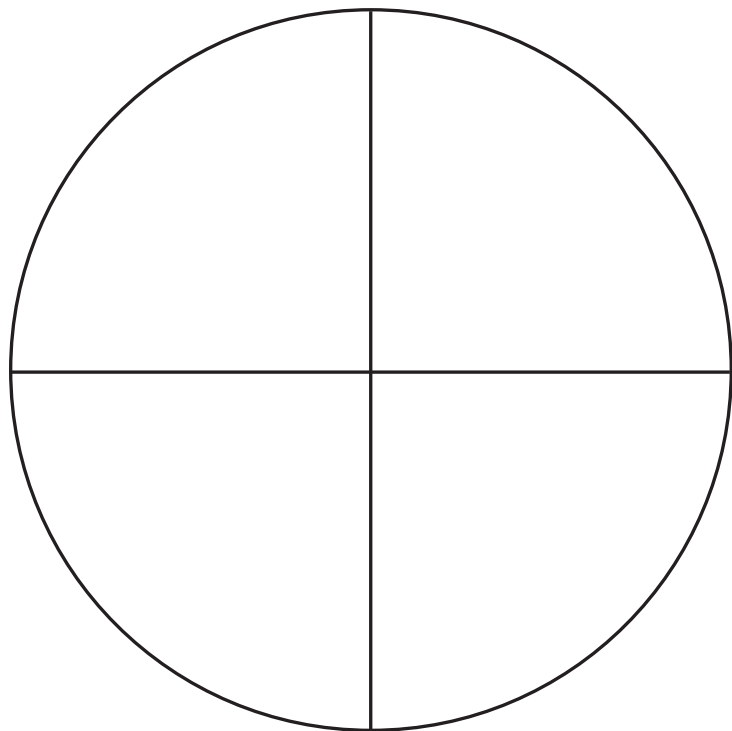
Task 2 Skill-Building Activities

- Identify equivalent fractions and decimals commonly used to indicate elapsed time.
- Use manipulatives or drawings of fraction bars to indicate elapsed time (hours, half hours, and quarter hours).
- Use manipulatives or drawings of fraction bars to calculate elapsed time (hours, half hours, and quarter hours).

Example 1: Identify equivalent fractions and decimals commonly used to indicate elapsed time.

Part A: Starting from the top, colour in the 1st quadrant of the circle. Write the following information inside the quadrant:

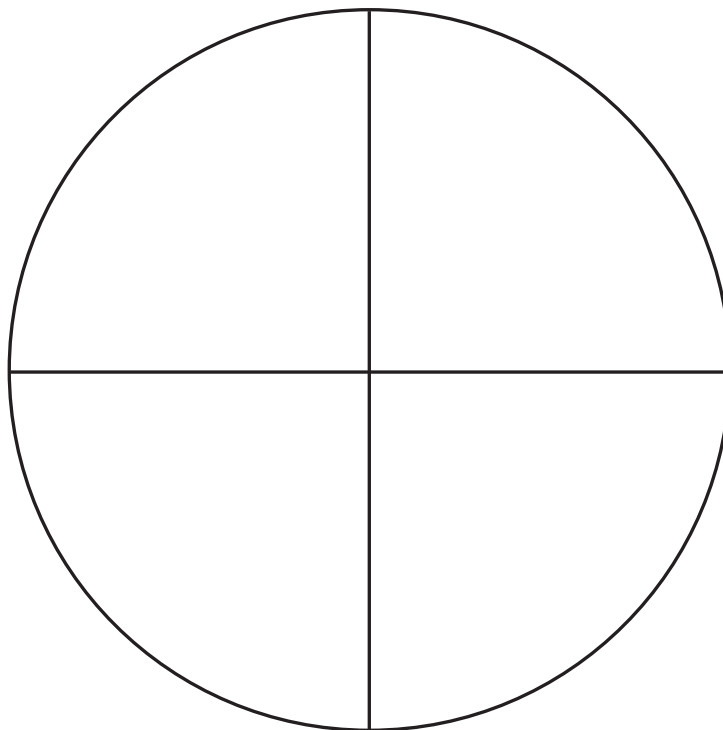
- 15 minutes
- .25 hours
- $\frac{1}{4}$ hour



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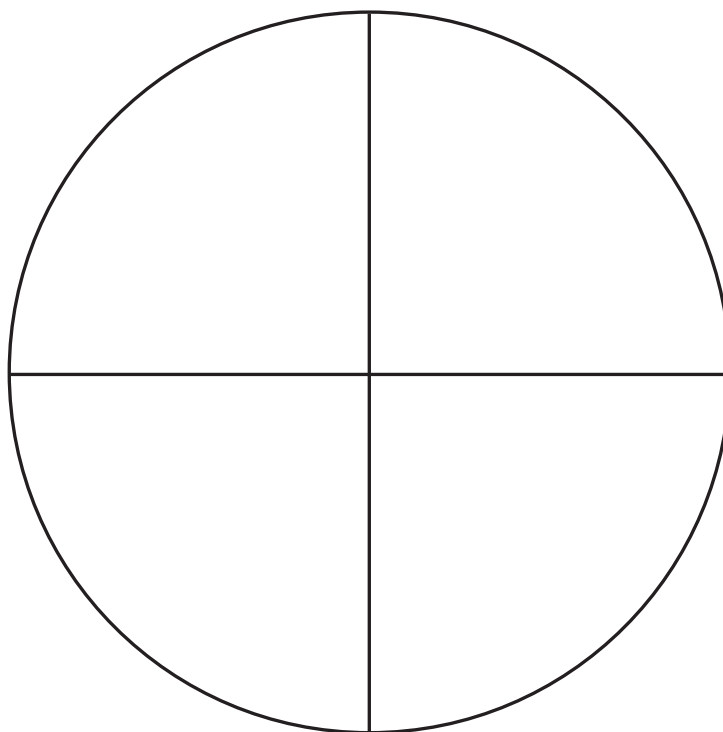
Part B: Starting from the top, colour in the 1st AND 2nd quadrants of the circle. Write the following information inside the quadrant:

- 30 minutes
- .5 hours
- ½ hour



Part C: Starting from the top, colour in the entire circle. Write the following information inside the circle:

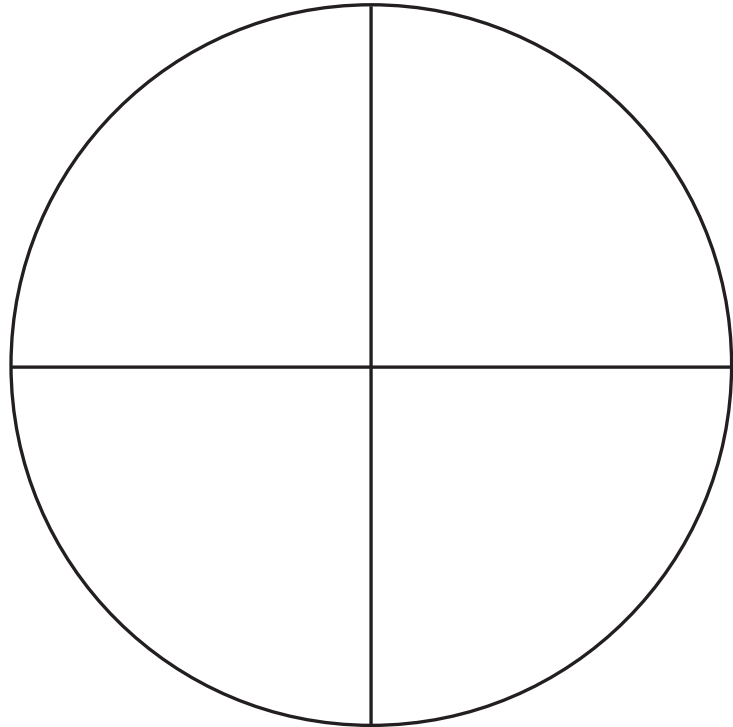
- 60 minutes
- 1 hour



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Part D (next steps): This situation should be covered **after** Parts A to C are covered. Starting from the top, colour in the 1st, 2nd, and 3rd quadrants of the circle. Write the following information inside the quadrants:

- 45 minutes
- .75 hours
- $\frac{3}{4}$ hour



Part E: Complete the following chart using the information from Parts A to D.

Part	Minutes	Decimal of an hour	Fraction of an hour
A	15		
B		.5	
C		1	1
D	45		

Landscaper and Grounds Maintenance Labourer

Answer Key:

Part A:

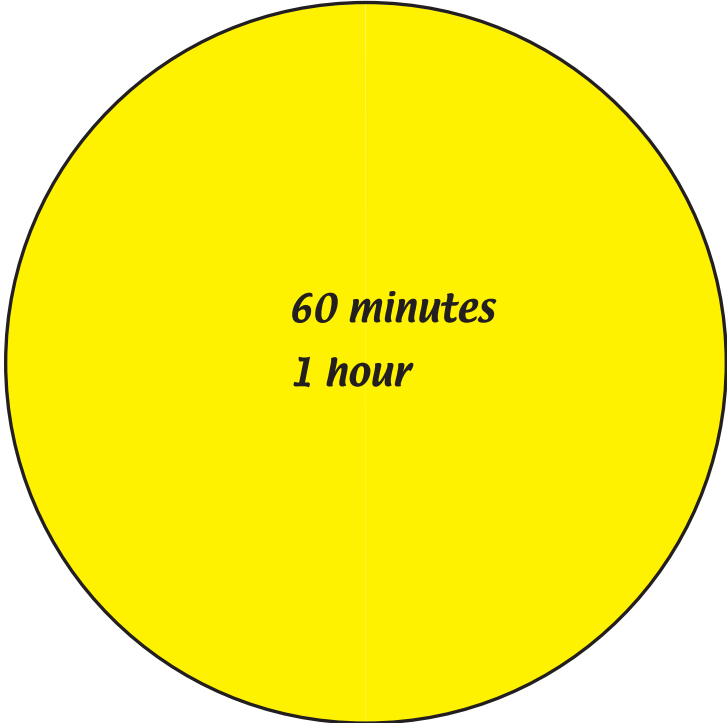


Part B:

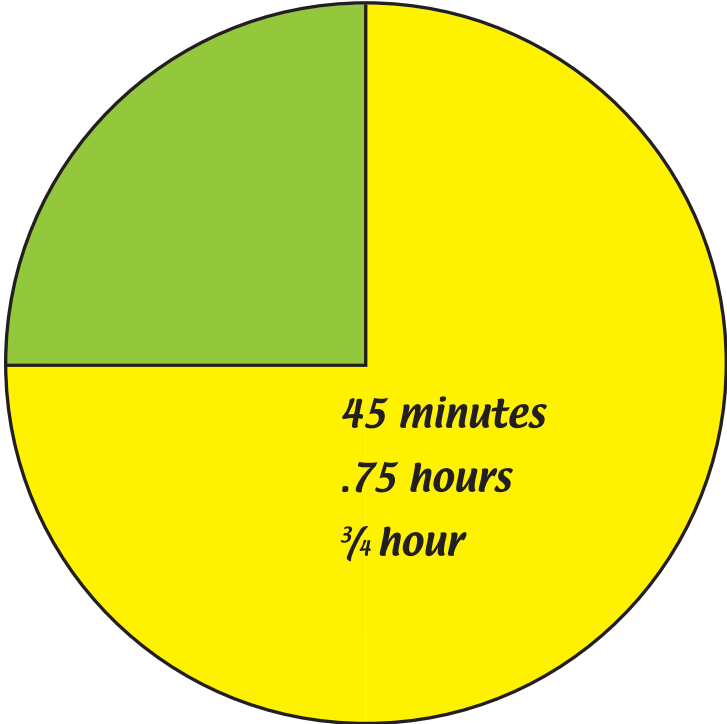


Landscaper and Grounds Maintenance Labourer

Part C:



Part D (next steps):



Landscaper and Grounds Maintenance Labourer

Part E: Complete the following chart using the information from Parts A to D.

Part	Minutes	Decimal of an hour	Fraction of an hour
A	15	.25	$\frac{1}{4}$
B	30	.5	$\frac{1}{2}$
C	60	1	1
D	45	.75	$\frac{3}{4}$

Example 2: Use manipulatives or drawings of fraction bars to indicate elapsed time (hours, half hours, and quarter hours)

Let each of the fraction bars below represent 1 hour.

Part A: Shade the bars below to show 7 hours worked:

--	--	--	--	--	--	--	--	--	--	--	--	--

Part B: Shade the bars below to show:

- 2 hours and 30 minutes worked or
- 2.5 hours worked or
- $2\frac{1}{2}$ hours worked

--	--	--	--	--	--	--	--	--	--	--	--	--

Part C: Shade the bars below to show:

- 5 hours and 15 minutes worked or
- 5.25 hours worked or
- $5\frac{1}{4}$ hours worked

--	--	--	--	--	--	--	--	--	--	--	--	--

Landscaper and Grounds Maintenance Labourer

Answer Key:

Part A: 7 hours



Part B: 2 hours and 30 minutes

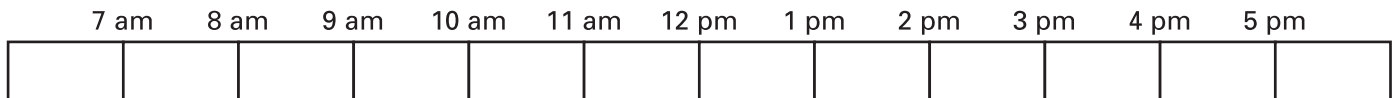


Part C: 5 hours and 15 minutes



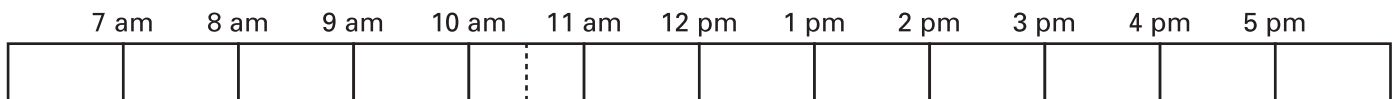
Example 3: Use manipulatives or drawings of fraction bars to calculate elapsed time (hours, half hours, and quarter hours)

Part A: Shade in the fraction bars to show that Shivon worked from 8 am to 3 pm.

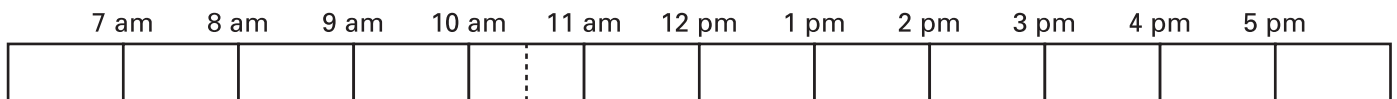


- How many bars are shaded?
- How many hours did Shivon work?
- What do the shaded bars and hours worked have in common?

Part B: What does the dotted line between 10 am and 11 am represent?



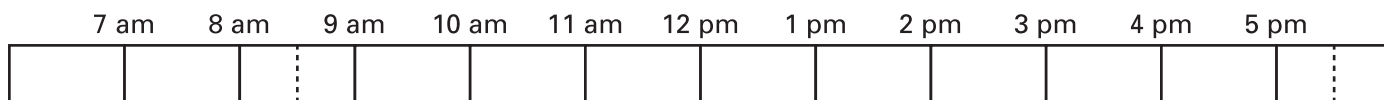
- Shade in the fraction bars to show that Amanda worked from 10:30 am to 5 pm at her co-op placement.



- How many bars are shaded?
- How many hours did Amanda work?
- What is another way to write out the number of hours Amanda worked?
- Think of one more way to write out the number of hours Amanda worked:

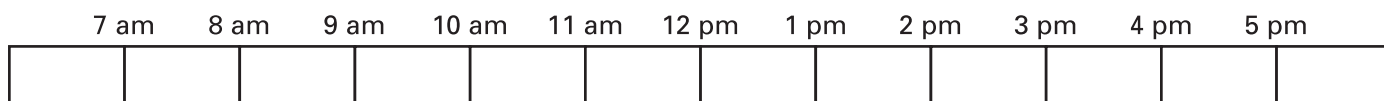
Landscaper and Grounds Maintenance Labourer

Part C: Shade in the fraction bars to show that Natasha worked from 8:30 am to 5:30 pm.

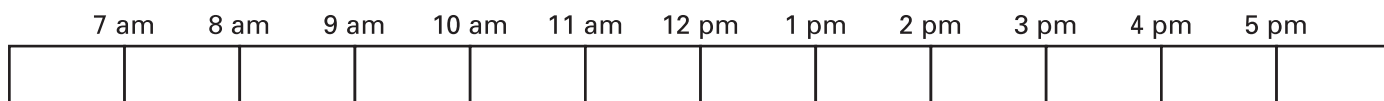


- How many half-bars are shaded?
- These half-bars are equivalent to _____ full bar. (1)
- How many full bars are shaded? (2)
- How many hours did Natasha work? (1) + (2)

Part D: Shade in the fraction bars to show that Ali worked from 6 am to 2 pm.



- Erase or remove the fractions bars to show that Ali also took his lunch break from 11:30 am to 12 pm.



- After subtracting his lunch break, how many hours did Ali work?
- Write out the hours worked in two other ways:

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Answer Key:

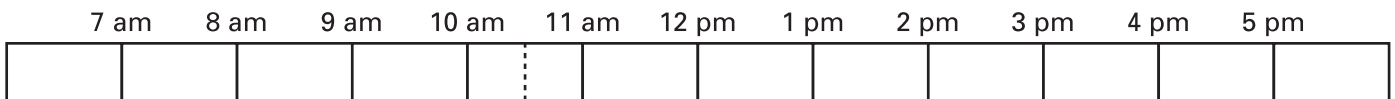
Part A: Shade in the fraction bars to show that Shivon worked from 8 am to 3 pm.



- How many bars are shaded? **7 bars**
- How many hours did Shivon work? **7 hours**
- What do the shaded bars and hours worked have in common?

The number of shaded bars is the same as the number of hours worked

Part B:



- What does the dotted line between 10 am and 11 am represent? **10:30 am**

Shade in the fraction bars to show that Amanda worked from 10:30 am to 5 pm at her co-op placement.

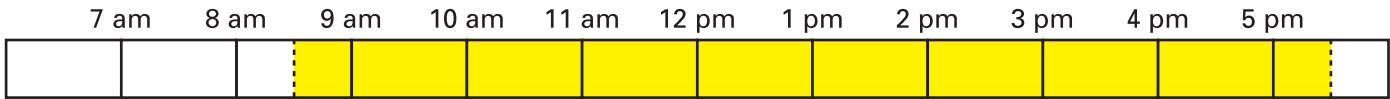


- How many bars are shaded? **6 and $\frac{1}{2}$ bars**
- How many hours did Amanda work? **Amanda worked 6 $\frac{1}{2}$ hours**
- What is another way to write out number of hours Amanda worked? **6.5 hours**
- Think of one more way to write out the number of hours Amanda worked:

6 hours and 30 minutes

Landscaper and Grounds Maintenance Labourer

Part C: Shade in the fraction bars to show that Natasha worked from 8:30 am to 5:30 pm.



- How many half-bars are shaded? **2 half-bars are shaded.**
- These half-bars are equivalent to **1** full bar. **(1)**
- How many full bars are shaded? **8 full bars are shaded (2)**
- How many hours did Natasha work in all? **Natasha worked 9 hours (1 hour + 8 hours)**

Part D: Shade in the fraction bars to show that Ali worked from 6 am to 2 pm.



Erase or remove the fractions bars to show that Ali also took his lunch break from 11:30 am to 12 pm.



- After subtracting his lunch break, how many hours did Ali work? **Ali worked for 7 ½ hours.**
- Write out the hours worked in two other ways: **Ali worked for 7.5 hours OR Ali worked for 7 hours and 30 minutes.**

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TIP

- Remind learners to think about equivalent terms for elapsed time by placing labels around your classroom clock if possible.
- Place a chart of equivalent terms (minutes, hours in decimals, and hours in fractions) in a visible area of the room.
- Encourage students to develop alternative methods of calculating elapsed time in addition to working with the fraction bar manipulatives or drawings.

For example:

Calculate the elapsed time from 9 am to 3:30 pm.

Teach students to “talk out” their thinking process:

“9 am to 12 pm noon is 3 hours because 12 take away 9 is 3. And 12 pm noon to 3:30 pm is another 3 ½ hours because the clock starts at 12. So it’s actually like counting from 0 to 3:30. So the total time is 3 plus 3 ½, which makes the total time 6 ½ hours!”

Teach students to create a written record of their ideas by using words, doodles, and diagrams:

9:00 am → 12:00 pm 3 hours	+	12:00 pm → 3:30 pm 3 hours and 30 minutes	=	Total: 6 hours and 30 minutes
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[Click here](#) to Return to Task.

Skill-Building Activities

Sample Skill-Building Activities for Task 3

Teacher/Facilitator Notes

The following skill-building activities can be used to help learners work towards the demonstration of Essential Skills in Task 3. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

Sample skill-building activities leading up to the demonstration of Essential Skills in Task 3 are listed below.

Task 3 Skill-Building Activities

- Find important information in a completed Hazard / Incident Reporting Record.
- Identify important information required to leave a message.

Example 1: Find important information in a completed **Hazard / Incident Reporting Record**.

Complete the following table:

Hazard / Incident Reporting Record						
To be completed when hazard noted or incident occurred. Supervisors should hand in at the end of each shift.						
Supervisor: <u>Donna K.</u>			Date: <u>January 15th</u>			
			M T W T F S S			
Site/ Vehicle/ Place	Hazard / Incident Details and Location	Eliminate	Control	Needs Attention	Follow up Completed	Initial
<i>10 Winston Grove</i>	<i>Plow was dented on right hand corner</i>				<i>January 17th Dent hammered back</i>	
<i>Snow plow</i>	<i>Hit some interlocking brick on the driveway</i>			<i>X</i>	<i>Plow in working order</i>	<i>DK</i>

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Item	Entry
Supervisor	
Date	
Day of the week	
Site/Vehicle/Place	
Hazard / Incident details and location	
	<input type="checkbox"/> Eliminate <input type="checkbox"/> Control <input type="checkbox"/> Needs Attention
Follow up Completed	
Initial	

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Answer Key:


Item	Entry
Supervisor	<i>Donna K.</i>
Date	<i>January 15th</i>
Day of the week	<i>T (Thursday)</i>
Site/Vehicle/Place	<i>10 Winston Grove Snow plow</i>
Hazard / Incident details and location	<i>Plow dented on right corner Hit interlocking driveway</i>
	<input type="checkbox"/> Eliminate <input type="checkbox"/> Control <input checked="" type="checkbox"/> Needs Attention
Follow up Completed	<i>January 17th Plow OK</i>
Initial	<i>DK</i>

Example 2: Identify important information required to leave a message.

Find the following information in the message below

 Greeting

 Caller's name

 Message/concern

Hey Donna. It's Geoff. I was plowing Mr. Thorpe's driveway and the plow got caught on the interlocking brick and now there's a big dent in the plow. The plow still works, so I should still be able to get the job done. You may want to take a look at it tomorrow.

Landscaper and Grounds Maintenance Labourer

Answer Key:



Greeting



Caller's name



Message/concern

Hey Donna. It's Geoff. I was plowing Mr. Thorpe's driveway and the plow got caught on the interlocking brick and now there's a big dent in the plow. The plow still works, so I should still be able to get the job done. You may want to take a look at it tomorrow.

TIP

- Remind all learners that workplace safety must be followed at all times.
- Emphasize the importance of communicating safety concerns with supervisors (even if the concerns are due to the learner's own negligence).

[Click here](#) to Return to Task.

Skill-Building Activities

Sample Skill-Building Activities for Task 4

Teacher/Facilitator Notes

The following skill-building activities can be used to help learners work towards the demonstration of Essential Skills in Task 4. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

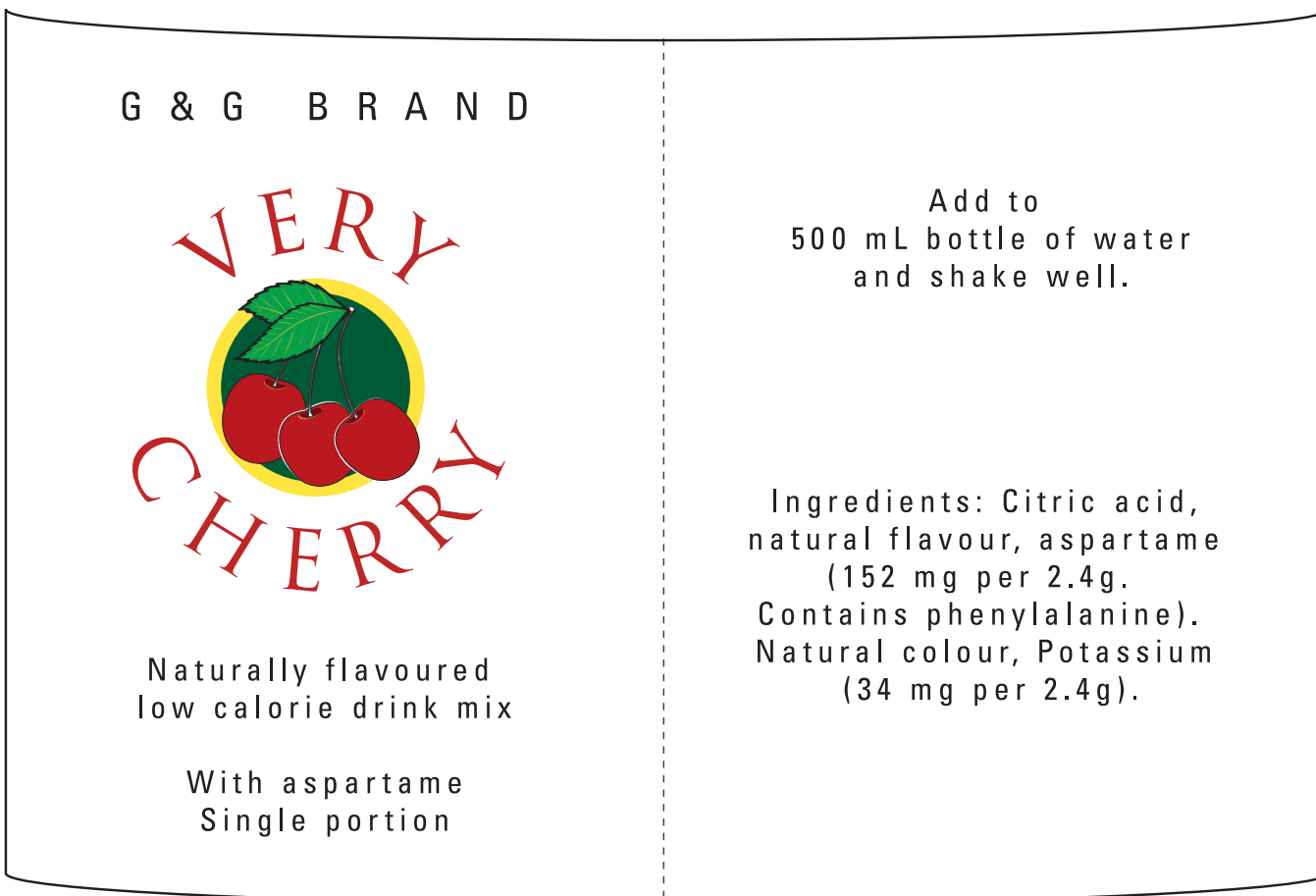
Sample skill-building activities leading up to the demonstration of Essential Skills in Task 4 are listed below.

Task 4 Skill-Building Activities

- Scan a beverage label to find mixing instructions.
- Perform calculations to find equivalent liquid volumes (millilitres, litres, and cups).

Example 1: Scan a beverage label to find mixing instructions.

Part A: Highlight the mixing instructions on the drink package below:



Front

Back



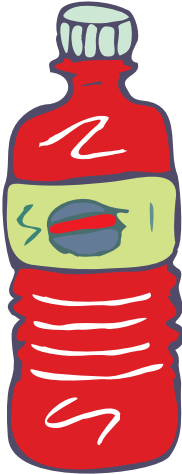
Landscaper and Grounds Maintenance Labourer

Part B: Identify the ingredients and amounts required to make the drink.

Drink Mix

Water

Drink

<p>G & G B R A N D</p>  <p>Naturally flavoured low calorie drink mix</p> <p>With aspartame Single portion</p>		



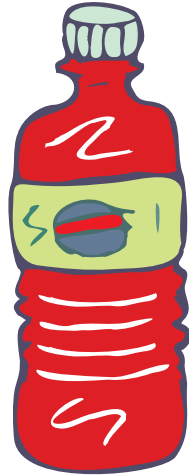
Landscaper and Grounds Maintenance Labourer

Answer Key:

Part A:

<p>G & G B R A N D</p>  <p>Naturally flavoured low calorie drink mix</p> <p>With aspartame Single portion</p>	 <p>Add to 500 mL bottle of water and shake well.</p> <p>Ingredients: Citric acid, natural flavour, aspartame (152 mg per 2.4g. Contains phenylalanine). Natural colour, Potassium (34 mg per 2.4g).</p>
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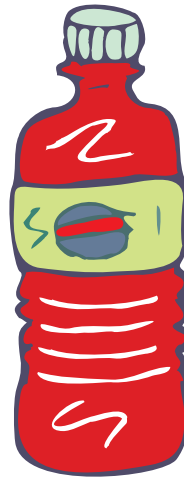
Part B:

<p>G & G B R A N D</p>  <p>Naturally flavoured low calorie drink mix</p> <p>With aspartame Single portion</p>		
2.4 g	500 mL	500 mL

Landscaper and Grounds Maintenance Labourer

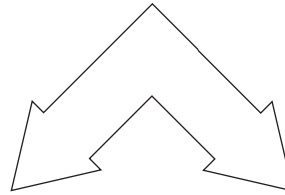
Example 2: Perform calculations to find equivalent liquid volumes (millilitres, litres, and cups)

Drink



Volume in mL

How is the drink bottle shared equally into cups?



250 mL =



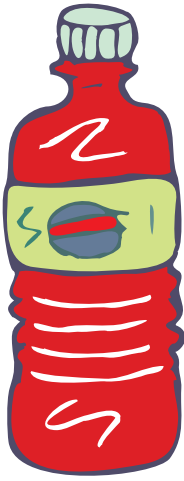
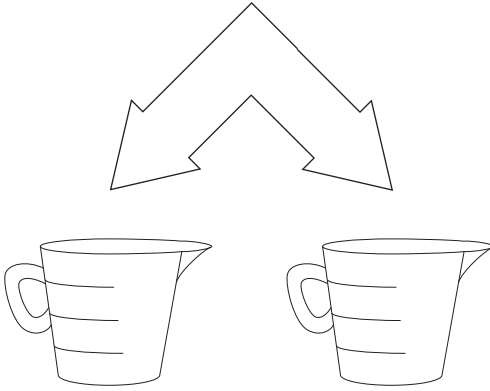
250 mL =

There are 250 mL in 1 cup

Volume in cups

Landscaper and Grounds Maintenance Labourer

Answer Key:

Drink	
	
Volume in mL	500 mL
How is the drink bottle shared equally into cups?	
There are 250 mL in 1 cup	1 cup 1 cup
Volume in cups	2 cups


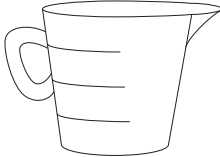
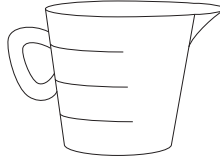
TIP

Encourage learners to investigate multiple ways of determining that 500 mL is equivalent to 2 cups:

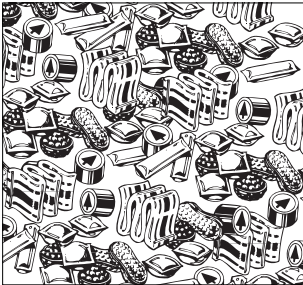
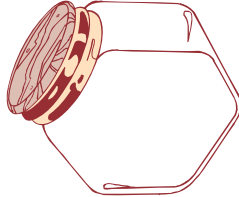
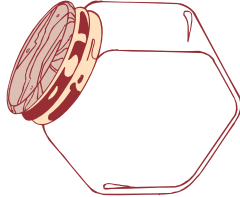
- Keep a set of measuring cups (both dry and liquid) in your classroom.
- Have students pour water from a water bottle into a liquid measuring cup.
- Have students pour water from a water bottle into a liquid measuring cup, one cup at a time.

Encourage students to use a calculator and “play around” with the various operations (+, −, X, and ÷) until they can figure out why they arrived at the correct answer: $500 \div 250 = 2$

Encourage students to verbalize what they are doing on the calculator: “How many cups are in the water bottle? This is the same as figuring out how many 250 mL glass jars you can fill up with one 500 mL bottle of water.”

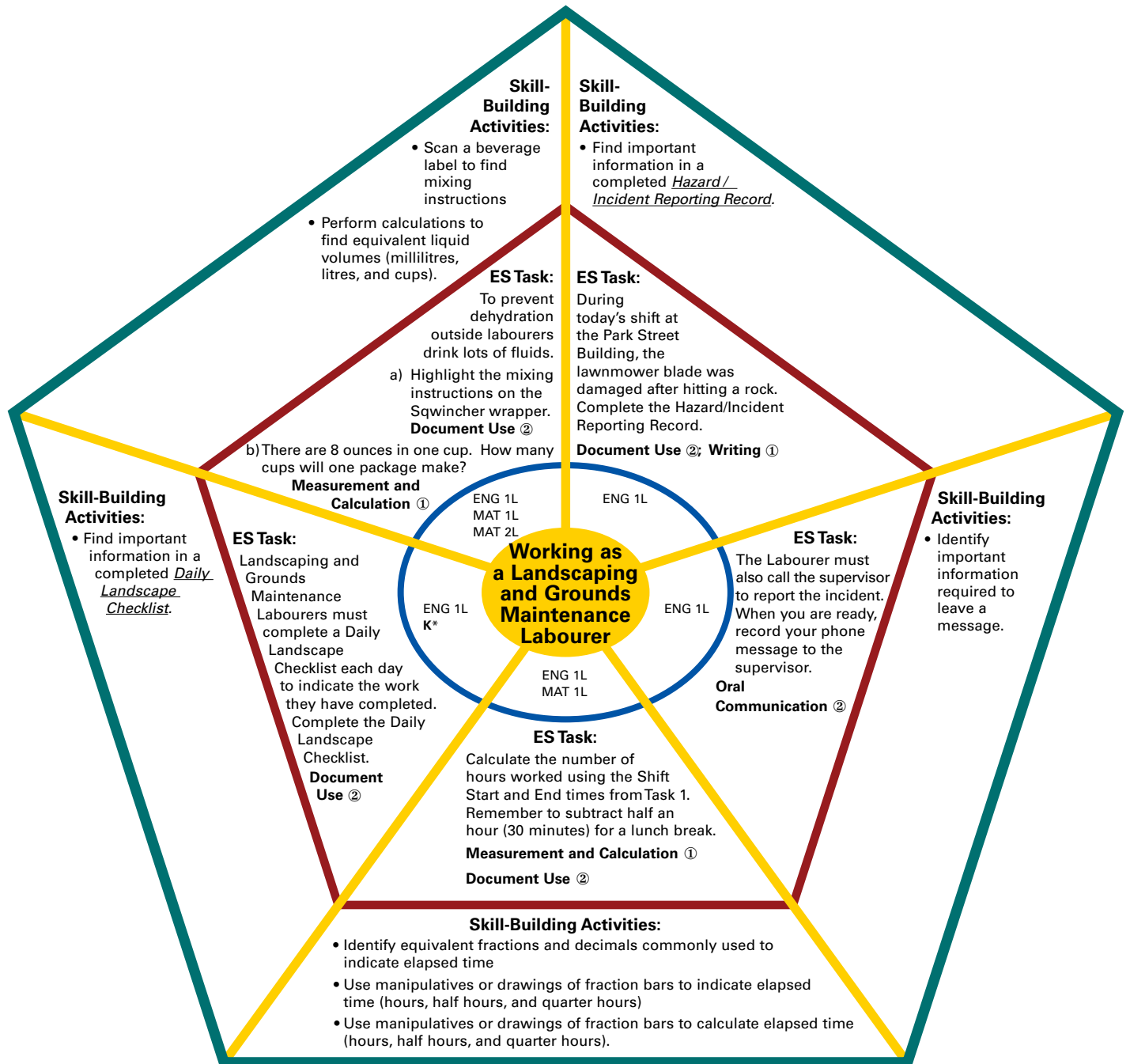
Water Bottle		
		
500 mL	250 mL	250 mL

This is the same as having 500 candies and figuring out how many jars you can fill up if each jar only holds 250 candies.

		
500 Candies	250 Candy Jar	250 Candy Jar

[Click here](#) to Return to Task.

Essential Skills in Action: Working as a Landscaping and Grounds Maintenance Labourer



*K refers to non-credit courses developed by school boards.

Legend:  Skill-Building Activities  Essential Skills Task  Curriculum Code

Ontario Curriculum – Essential Skills Linkages: Landscaping and Grounds Maintenance Labourer

The course and curriculum expectations linked to each Essential Skills task are shown below. Sample skill-building activities have also been identified.

Students who meet the curriculum expectations below will also have demonstrated the Essential Skills at the level indicated. If students do not meet the curriculum expectations below, teachers can prepare students by scaffolding learning. Begin where students are: with the Skill-Building Activities or Essential Skills Tasks.

Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
English Grade 9 Locally Developed (ENG1L)	<p>DRV1.02 – preview the features and organizational patterns of print and non-print text, using appropriate strategies (<i>e.g., use skimming and scanning techniques, identify signal or unfamiliar words</i>);</p> <p>DRV1.03 – connect with the content by using appropriate strategies (<i>e.g., look for bold/highlighted words; preview a visual component of a science or math text such as a graph, table, diagram, or chart and ask questions about what may follow; use a title or headline to anticipate the content</i>).</p> <p>DRV2.02 – be familiar with text forms commonly used in everyday life and in the workplace (<i>e.g., maps, memos, schedules, websites, voting ballots, surveys, billboards, flyers</i>);</p>	<p>Task 1 Landscaping and Grounds Maintenance Labourers must complete a Daily Landscape Checklist each day to indicate the work they have completed.</p> <p>a) Enter the following information to complete the Daily Landscape Checklist:</p> <ul style="list-style-type: none"> • Today’s date • Today’s weather • Supervisor – Tony Bennett • Staff Member Name – (Your Name) • Property Name – Park Street Building • Shift Start Time: 8:30 a.m. • Shift End Time: 5:30 p.m. <p>Document Use ②</p> <p>b) Indicate that the following tasks were completed:</p> <ul style="list-style-type: none"> • Trimmed the grass • Trimmed the shrubs • Weeded the gardens • Watered the gardens <p>Document Use ②</p>	<ul style="list-style-type: none"> • Find important information in a completed Daily Landscape Checklist

Ontario Curriculum – Essential Skills Linkages: Landscaping and Grounds Maintenance Labourer

Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
English Grade 9 Locally Developed (ENG1L)	<p>DRV1.02 – preview the features and organizational patterns of print and non-print text, using appropriate strategies (<i>e.g., use skimming and scanning techniques, identify signal or unfamiliar words</i>);</p> <p>DRV1.03 – connect with the content by using appropriate strategies (<i>e.g., look for bold/highlighted words; preview a visual component of a science or math text such as a graph, table, diagram, or chart and ask questions about what may follow; use a title or headline to anticipate the content</i>).</p> <p>DRV2.02 – be familiar with text forms commonly used in everyday life and in the workplace (<i>e.g., maps, memos, schedules, websites, voting ballots, surveys, billboards, flyers</i>);</p>	<p>Task 2 Calculate the number of hours worked using the Shift Start and End times from Task 1. Remember to subtract half an hour (30 minutes) for a lunch break.</p> <p>Measurement and Calculation ①</p> <p>Document Use ②</p>	<ul style="list-style-type: none"> • Identify equivalent fractions and decimals commonly used to indicate elapsed time. • Use manipulatives or drawings of fraction bars to indicate elapsed time (hours, half hour, and quarter hours) • Use manipulatives or drawings of fraction bars to calculate elapsed time (hours, half hour, and quarter hours)
Math Grade 9 Locally Developed (MAT1L)	<p>DPR1.01 – represent the magnitudes of the fractions using manipulatives and by constructing diagrams and models;</p> <p>DPR1.02 – represent the addition and subtraction of $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ and 1, in the context of fractional parts of an hour, a cup, a dollar, and an inch by constructing diagrams and using models;</p> <p>DCM4.01 – organize measurement information, using a simple framework (<i>e.g., template, form, graphic organizer, chart, electronic spreadsheet</i>), draw conclusions from this data, and make decisions based on it;</p>		

Ontario Curriculum – Essential Skills Linkages: Landscaping and Grounds Maintenance Labourer

Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
	<p>DPR2.01 – solve problems involving fractions and percentages in practical situations (<i>e.g., discount, sales tax, nutrition facts, sports data</i>), by converting to decimals and using a calculator, where appropriate;</p> <p>DPR2.05 – read, interpret, and explain, orally and in writing, data displayed in simple tables and graphs.</p> <p>EUM4.01 – organize measurement information, using a simple framework (<i>e.g., template, form, graphic organizer, chart, electronic spreadsheet</i>), draw conclusions from this data, and make decisions based on it;</p>		
<p>English Grade 9 Locally Developed (ENG1L)</p>	<p>DRV1.02 – preview the features and organizational patterns of print and non-print text, using appropriate strategies (<i>e.g., use skimming and scanning techniques, identify signal or unfamiliar words</i>);</p> <p>DRV1.03 – connect with the content by using appropriate strategies (<i>e.g., look for bold/highlighted words; preview a visual component of a science or math text such as a graph, table, diagram, or chart and ask questions about what may follow; use a title or headline to anticipate the content</i>).</p> <p>DRV2.02 – be familiar with text forms commonly used in everyday life and in the workplace (<i>e.g., maps, memos, schedules, websites, voting ballots, surveys, billboards, flyers</i>);</p>	<p>Task 3 Landscaping and Grounds Maintenance Labourers must complete a Hazard/Incident Report when equipment is damaged. They must also contact their supervisor to inform them of the incident or hazard.</p> <p>a) During today’s shift at the Park Street Building, the lawnmower blade was damaged after hitting a rock. The lawnmower needs attention and the follow up has not been completed yet. Complete the Hazard / Incident Reporting Record by entering notes about the incident. Enter the following additional details:</p> <ul style="list-style-type: none"> • Supervisor – Tony Bennett • Today’s date <p>Document Use ② Writing ①</p>	<ul style="list-style-type: none"> • Find important information in a completed Hazard / Incident Reporting Record

Ontario Curriculum – Essential Skills Linkages: Landscaping and Grounds Maintenance Labourer

Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
<p>English Grade 9 Locally Developed (ENG1L)</p>	<p>DLT3.01 – engage in daily conversations (<i>e.g., answer questions, generate ideas, relay a telephone message</i>);</p> <p>DLT3.02 – communicate orally, using appropriate vocabulary (<i>e.g., to exchange information, support opinions, solve problems, make decisions, explain procedures, give specific examples, describe an event</i>).</p> <p>ELT3.01 – engage in daily conversations (<i>e.g., answer an employer’s request for specific information, share opinions about a school event</i>);</p> <p>ELT3.02 – communicate orally using context appropriate vocabulary (<i>e.g., exchange information, support opinions, solve problems, make decisions, explain procedures, give specific examples, describe an event, summarize details, describe a trend represented in a graph</i>);</p> <p>ELT3.03 – adapt oral communication skills to meet the demands of less familiar contexts or new situations (<i>e.g., in the role of a police officer, persuade a group of teenagers to drive responsibly; ask questions of a classroom presenter or a guest; express an opinion on a product</i>).</p>	<p>Task 3</p> <p>b) The Landscaping and Grounds Maintenance Labourer must also call the supervisor to report the incident. What should the landscaping and grounds maintenance labourer say to the supervisor? When you are ready, record your phone message to the supervisor.</p> <p>Oral Communication ①</p>	<ul style="list-style-type: none"> Identify important information required to leave a message

Ontario Curriculum – Essential Skills Linkages: Landscaping and Grounds Maintenance Labourer

Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
English Grade 9 Locally Developed (ENG1L)	<p>DRV1.02 – preview the features and organizational patterns of print and non-print text, using appropriate strategies (<i>e.g., use skimming and scanning techniques, identify signal or unfamiliar words</i>);</p> <p>DRV1.03 – connect with the content by using appropriate strategies (<i>e.g., look for bold/highlighted words; preview a visual component of a science or math text such as a graph, table, diagram, or chart and ask questions about what may follow; use a title or headline to anticipate the content</i>).</p> <p>DRV2.02 – be familiar with text forms commonly used in everyday life and in the workplace (<i>e.g., maps, memos, schedules, websites, voting ballots, surveys, billboards, flyers</i>);</p>	<p>Task 4 Landscaping and Grounds Maintenance Labourers work outdoors and must be mindful of their health and safety. They prevent dehydration by drinking lots of fluids, such as Sqwincher. Look at the Sqwincher wrapper.</p> <p>a) Highlight the mixing instructions on the Sqwincher wrapper.</p> <p>Document Use ②</p> <p>b) There are 8 ounces in one cup. How many cups will one package make?</p> <p>Measurement and Calculation ①</p>	<ul style="list-style-type: none"> • Scan a beverage label to find mixing instructions • Perform calculations to find equivalent liquid volumes (millilitres, litres, and cups)
Math Grade 9 Locally Developed (MAT1L)	<p>DPR2.02 – solve simple problems using equivalent ratios (<i>e.g., recipes, scale diagrams</i>);</p> <p>DCM3.10 – explore and describe situations from everyday life and the work-place that require calculation or measurement of volume (<i>e.g., the size of a package, the amount of soil to purchase, the volume of air in a room, amount of liquid medication</i>);</p>		
Math Grade 10 Locally Developed (MAT2L)	<p>EPR1.09 – solve problems using proportions (<i>e.g., In making punch, the ratio of fruit juice to water is 1:3. How much water should be added if you have 3 litres of fruit juice?</i>);</p>		