Working at the Hair Salon

Name _____ Date _____

You work at the hair salon.
You look at the appointment book for today.

Saturday

9.00 am	*Mrs Smith and 3 children – hair cut*
10.00 am	*Azad – blow dry / Paul – hair cut / Altaf – hair cut / Dilbar – blow dry*
11.00 am	*Asifa – perm / Jatinder – hair coloured / Iftikhar – hair cut*
12.00 pm	*Mr & Mrs Wallace – hair cut and blow dry / Stephan – hair cut / Maria - perm*
1.00 pm	*Samina – hair coloured / Susan – perm / Isa – hair cut / Ali – blow dry*
2.00 pm	*Qaiser & 2 children – hair cut and blow dry*
3.00 pm	*Gulfshan & 1 child – hair cut and blow dry / Emilia – hair coloured / Siddika - perm*
4.00 pm	*Steve - hair cut / Julia – perm / Sarah – hair cut and blow dry*

1) How many customers will come at 9.00 am?

2) How many customers will come at 12.00 pm?

3) How many customers will come at 3.00 pm?

4) How many customers will come on Saturday altogether?

5) How many customers will have a hair cut at 10.00 am?

6) How many customers will have blow dry at 2.00 pm?

7) How many customers will have hair cuts in the morning altogether?

8) How many customers will have a blow dry on Saturday altogether?

9) How many customers will have a perm in the afternoon altogether?

10) How many customers will have their hair coloured on Saturday altogether?

Kindly contributed by Annette Tedder, Kirklees College. Search for Annette on skillsworkshop.org
March 2011. Covers many aspects of E2-E3 Adult Numeracy and Functional Mathematics (number, measure and data).
For related resources and further curriculum links visit the resource description page at www.skillsworkshop.org

Working at the Hair Salon

Name _____ Date _____

You now prepare the materials needed for the day.

11) You need one bottle of perm solution for each perm customer and one bottle on hair dye for each hair colour customer. How many bottles do you need in total?

Show your working out

12) You have 25 bottles of perm solution.
How many bottles will you have left at the end of today?

Show your working out

13) You have 12 bottles of hair dye.
How many bottles will you have left at the end of today?

Show your working out

Working at the Hair Salon

Name _____ Date _____

The salon has different types of shampoo.
You count the bottles of shampoo. Here are the results.

37 Head and Shoulders **16 Timotei** **29 Elvive**

14) How many bottles of shampoo do you have altogether?

Show your working out

15) The salon needs 50 bottles of head and shoulders altogether.
How many more bottles does the salon need to buy?

Show your working out

16) The salon needs 35 bottles of Timoei altogether.
How many more bottles does the salon need to buy?

Show your working out

Working at the Hair Salon

Name _____ Date _____

17) The salon needs 40 bottles of Elvive altogether.
How many more bottles does the salon need to buy?

Show your working out

Your job at the salon is to take the money from the customers. Here is a price list.

Hair cut	£22
Blow dry	£13
Perm	£47
Hair Coloured	£59

Use the pricelist and the appointment book to answer questions 18-23.

18) How much does Mrs Smith pay for herself and her three children?

Show your working out

19) How much money do you take for the 11.00 am appointments?

Show your working out

Working at the Hair Salon

Name _____ Date _____

20) How much money do you take for the 3.00 pm appointments?

Show your working out

21) How much money do you take for **all** the perms?

Show your working out

22) How much money do you take from Mr & Mrs Wallace?

Show your working out

23) How much money do you take from Emilia and Siddika?

Show you working out

24)

Now go back and check all your work. Use a colour pen to show how you checked. Think about using inverse operations. For example, the inverse of addition is subtraction, the inverse of doubling is halving.

Working at the Hair Salon

Functional Maths mapping | Teaching notes

Entry Adult Numeracy

This resource covers many aspects of Entry Level adult numeracy (whole numbers, money, time, etc.). For related resources, teaching ideas, and further curriculum links visit the resource description page at www.skillsworkshop.org

Functional Mathematics

This resource is ideal for underpinning many Functional Maths coverage and range statements – particularly at Entry Levels 2 and 3 (see highlighted areas of the table below). However, in Functional Maths exams it is the process skills that are assessed; these are key to successful Functional Maths teaching and learning and must always be developed and stressed during teaching (see next page).

Coverage and Range statements (indicative only)	
Coverage and range statements provide an indication of the type of mathematical content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent National Curriculum levels and the Adult Numeracy standards. *Highlighting indicates the main coverage and range skills covered in this resource, although these will vary with the student group and how the resource is used by the teacher.*	
Entry Level 3	
• add and subtract using three-digit numbers • solve practical problems involving multiplication and division by 2, 3, 4, 5 and 10 • round to the nearest 10 or 100 • understand and use simple fractions • understand, estimate, measure and compare length, capacity, weight and temperature • understand decimals to two decimal places in practical contexts	• recognise and describe number patterns • complete simple calculations involving money and measures • recognise and name simple 2D and 3D shapes and their properties • use metric units in everyday situations • extract, use and compare information from lists, tables, simple charts and simple graphs
Entry Level 2	
• understand and use whole numbers with up to two significant figures • understand and use addition/subtraction in practical situations • use doubling and halving in practical situations • recognise and use familiar measures, including time and money	• recognise sequences of numbers, including odd and even numbers • use simple scales and measure to the nearest labelled division • know properties of simple 2D and 3D shapes • extract information from simple lists

References: Ofqual (2009), *Functional Skills criteria for Mathematics: Entry 1, Entry 2, Entry 3, level 1 and level 2.* http://www.ofqual.gov.uk/files/2009-11-functional-skills-criteria-for-mathematics.pdf
Further functional skills documents available at http://www.ofqual.gov.uk/

Working at the Hair Salon

Functional Maths mapping | Teaching notes

Ideas for developing maths process skills

R = representing, A = analysing, I = interpreting

Encourage students to:

- highlight information they need, cross out unneeded information **R**
- show all their working out (note that calculators are permitted at all levels of FM assessment but learners should get into the habit of recording their calculations) **R**
- check all their calculations or procedures and show proof that they have done so **RA**
- draw conclusions **I**
- discuss and justify their choice of method and their answers **RAI**
- explain their answers and conclusions to others – verbally and in writing **I**
- investigate other options / situations (e.g. some question topics could be researched on the web) **RAI**
- create new questions about given information and try them out on other students **RAI**
- mark each other's work **RAI**

Process Skills (all levels)		
Representing – selecting the mathematics and information to model a situation • recognise that a situation has aspects that can be represented using mathematics • make an initial model of a situation using suitable forms of representation • decide on the methods, operations and tools, including ICT, to use in a situation • select the mathematical information to use	**Analysing** – processing and using mathematics • use appropriate mathematical procedures • examine patterns and relationships • change values and assumptions or adjust relationships to see the effects on answers in models • find results and solutions	**Interpreting** – interpreting and communicating the results of the analysis • interpret results and solutions • draw conclusions in light of situations • consider the appropriateness and accuracy of results and conclusions • choose appropriate language and forms of presentation to communicate results and solutions
Skill Standards (Entry Level 3)		
• understand practical problems in familiar contexts and situations • begin to develop own strategies for solving simple problems • select mathematics to obtain answers to simple given practical problems that are clear and routine	• apply mathematics to obtain answers to simple given practical problems that are clear and routine • use simple checking procedures	• interpret and communicate solutions to practical problems in familiar contexts and situations
Skill Standards (Entry Level 2)		
• understand simple practical problems in familiar contexts and situations • select basic mathematics to obtain answers	• use basic mathematics to obtain answers to simple given practical problems that are clear and routine • generate results to a given level of accuracy • use given checking procedures	• describe solutions to simple given practical problems in familiar contexts and situations