

Hat instructions

Name: _____ Date: _____

Take a full sheet of a broadsheet newspaper.

Place it in front of you with the fold at the top. (You will be working with the double layer all the time).

Fold it in half, side to side to make a crease. Then unfold it.

Then fold the right and left sides to the middle to meet the crease you made.

Run your finger down the outer sides to crease that.

Next, open up the left and front sides and push your finger up under the top layer of paper on each side into the point of the creases you have made. (This sounds complicated but you end up with a 'house' shape).

Then turn the whole thing over.

Fold the left and right sides into the middle crease.

Take the top flap at the bottom and fold it up, two centimetres at a time.

Turn the hat over and do the same on the other side.

You now have a hat.



Image: <http://www.gifs.net/gif/>

Hat instructions

- For cutting, laminating and re-ordering.
- To be attempted *after* making the hat.

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Teaching notes | Curriculum links



Use as a reading or a listening exercise. Afterwards prompt discussion such as:

Were the instructions clear? Could you improve them? Do you have a different way of making a hat?

Can you tell them to the group? Can you write your own instructions for a different hat (or a paper boat)?

Finish by mixing up the instructions (use page 2) and asking students to put them in the correct order.

Functional English Criteria	
Ofqual (2009), Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2. http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria Ticks indicate the main skills covered in this resource, although these will vary with the student group and how the resource is used by the teacher.	
Skill standards	Coverage and range statements <i>The coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts; however, relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.</i>
Reading	
Entry 1 Read and understand short, simple texts that explain or recount information	Understand short texts on familiar topics and experiences
	✓ Read and understand simple regular words and sentences
Entry 2 Read and understand straightforward texts that explain, inform or recount information	Understand the main events in chronological texts
	✓ Read and understand simple instructions and directions
	✓ Read and understand high frequency words and words with common spelling patterns
	Use knowledge of alphabetical order to locate information
Speaking, listening and communication	
Entry 1 Participate in and understand the main points of simple discussions / exchanges about familiar topics with another person in a familiar situation	Understand the main points of short explanations
	✓ Understand and follow instructions
	Respond appropriately to comments and requests
	✓ Make contributions to be understood
	Ask simple questions to obtain specific information
Entry 2 Participate in discussions / exchanges about familiar topics, making active contributions, with one or more people in familiar situations	✓ Identify the main points of short explanations and instructions
	✓ Make appropriate contributions that are clearly understood
	Express, simply, feelings or opinions and understand those expressed by others
	✓ Communicate information so that the meaning is clear
	Ask and respond to straightforward questions
	Follow the gist of discussions

Adult literacy curriculum links <http://www.excellencegateway.org.uk/sfcurriculum>

SLlr/E2.2 listen for detail in short explanations and instructions

(a) understand that key words and phrases vary with context (b) recognise characteristic sequence markers and link words and use these to help follow order, e.g. first of all, firstly, at the beginning, secondly, then, next, after a while, meanwhile, finally, last of all, in the end, etc. (c) recognise and understand the importance of key words used in familiar contexts, e.g. related to employment, travel, education and training

SLlr/E2.4 listen to and follow short, straightforward oral instructions

(a) understand that steps in instructions are to be followed in order (b) understand sequential markers in instructions (e.g. first, next, then) and in explanations (e.g. because, the reason for, so that)

Rt/E2.1 Trace and understand the main events of chronological and instructional texts

(a) understand that chronological text is related to events in time (b) understand that instructional texts must be read in sequence (c) know and use text-level strategies to predict content and check meaning, e.g. their own background knowledge, context of text as a whole, title, headings, illustrations

Rs/E2.1 Read and understand linking words and adverbials in instructions and directions (e.g. next, then, right and straight on)

(a) understand that these types of word and phrase: expand the information in a sentence by providing details about place, sequence, time; relate one step of the instructions/directions to another, enabling the reader to follow the whole text and complete the task.