

Working in a garage

Aimed at Milestone 8 -Entry Levels 1, 2.

Literacy: Reading, writing and spelling key words.

Numeracy: Counting objects and money, ordinal numbers.

Main curriculum areas covered

Reading: Word Level

Rw/M8.1 Recognise the letters of the alphabet by shape, name, sound

Rw/M8.3 Recognise / read a growing repertoire of familiar words, signs, symbols the encounter in daily life, including

Rw/E1.1 Possess a limited, meaningful sight vocabulary of words, signs, symbols.

Rw/E1.3 Recognise letters of the alphabet in both upper & lower

Rw/E2.2 Recognise high frequency words & words with common spelling patterns

Writing: Word Level

Ww/M8.1 Write (a) using an appropriate grip (b) making many controlled letter shapes (c) using a conventional sequence of letters correctly from memory such as when writing their own names and other simple words which are well known to them

Ww/E1.1 Spell correctly some personal key words and familiar words

Ww/E2.1 Spell correctly majority of personal details and familiar common words

Number: Whole Numbers

N1/M8.5 When working with numerals from 0-10: know their value, recognise, use and record them

N1/E1.2 Read and write numbers up to ten, including zero.

N1/E1.3 Understand ordinal numbers.

N1/E1.4 Add single-digit numbers with totals to 10: know all pairs of numbers with a total of 10

N1/E2.2 Read, write, order and compare numbers up to 100.

Contents

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- 14 Number bonds (to ten)
- 15 Counting money (use real or plastic money)
- 16 Different fonts and styles. Ordinals
- 17 Ordinal number 'ruler' for use with pages 18-20
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- 21 Memos – for role play and other activities. E.g. could use with pages 16 and /or 22
- 22 Customer and business phone nos. – for role play, telephone work and pages 16, 18-21.

Contributor's notes

These resources were created for a small group of young adults, most with SPLD elements in their statements.

Literacy

To make lessons kinaesthetic and active I use the following resources.

The peg-board consists of raised letter-tiles (from a game called Spellmaster - Spear's games, they're often sold second-hand on E-Bay for just a few pounds). I spell the words with the learners, then the letters are moved out of order and have to be put back visually and then by touch alone, blindfolded (or eyes shut!). These letters are better than solid alphabet letters as they can withstand gentle knocks etc. being thrown out of place. You could substitute letter flashcards but I prefer 'real' letter shapes.

My letter-wall is a load of letters stuck onto the wall. Learners have to jump up and down touching the letters as they spell – they do this in pairs, one shouting the spelling in sequence whilst the other finds the letters and touches them in sequence. Thus, they both hear and say the spelling in turn, and have to scan for the letters in sequence.

Track and spell pages

I do this as part of the 'Multi Sensory Learning' course, which I use alongside 'Beat Dyslexia'. Learners slowly draw a line underneath the letters. When they see a letter they need, they track past it, then up and round it like in a roller-coaster, and continue the line. Apparently it's the same eye-movement that speed-readers use.

Numeracy ideas

As well as using the attached task sheets, I suggest:

- Play 'guess the missing number' – take turns to count to ten, missing a digit. Learners to guess which one is missing.
- Use coins to match amounts.
- Match numbers written in different font styles, written and Roman numerals.
- Clap or tap a number, learners to hold up fingers, cards, etc for the number. (Speed up for competitiveness / humour).
- Learner to count and copy tapping as many times as the teacher. (Speed up for competitiveness / humour)
- Find something in the room with the same number.
- Bouncy students. Jump number of times. Hop number of times. Clap number of times.
- Hands under the desk, have to show number of fingers (as called out - at speed).
- Find number on a ruler at speed – find on whiteboard number-line / number-board / bingo card.

For a free editable version of the original Word document, send an adult basic skills resource that you would like to share to









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THANK YOU



To carry out garage tasks such as stock-checks, you will need to be able to spell, read and label equipment.

- Match the following words to the correct picture.
- Fill in the missing letters.
- Trace the correct spellings.

hammer		hammer ha er h mmer h r
spanner		spanner s anne spa er s nn s r
tyre		tyre t re ty e tyr t e t
wrench		wrench w nch wr ch wre w h
nut		nut n t ut n
bolt		bolt b lt bo t bo b t
screwdriver		screwdriver s wd er s er
screw		screw s w sc w s ew s



- Now practise these spellings using your multi-sensory peg-board
- Find them on the letter-wall, and write them in your spellings list
- Match the pictures to the matching word

hammer

spanner

tyre

wrench

nut

bolt

screwdriver

screw





- Fill in the missing letters
- Use your matched pictures and words (p4) to help you remember the correct spellings

scr wdriver s wd er s er

wre ch w nch wr ch wre w h

s rew s w sc w s ew s .

ha mer ha er h mmer h r

t re t re ty e tyr t e t .

nut n t ut n .









b lt b lt bo t bo b t

s anner s anne spa er s nn s r













- Match the words to the clue, as it is read out

	Screwdriver	1. You use this to tighten screws into place
	Wrench	2. This fits into a bolt and screws down hard.
	Screw	3. There are four of these on your car. They are made of rubber.
	Hammer	4. You use this to knock things down hard.
	Tyre	5. You push this into small drill-holes, and push it down and round with a driver.
	Nut	6. This is used on top of bolts to stop them falling out.
	Bolt	7. You push screws in with one of these.
	Spanner	8. You fasten nuts hard with one of these. You can adjust how wide it goes.



Reference sheet

hammer		nut	
spanner		bolt	
tyre		screwdriver	
wrench		screw	



- Read and trace the words you find hardest to remember.

	<p>hammer hammer hammer hammer hammer hammer</p>
	<p>wrench wrench wrench wrench wrench wrench wrench wrench</p>
	<p>tyre tyre tyre tyre tyre tyre tyre tyre</p>
	<p>bolt bolt bolt bolt bolt bolt bolt bolt</p>
	<p>nut nut nut nut nut nut nut nut</p>
	<p>spanner spanner spanner spanner spanner spanner</p>
	<p>screw screw screw screw screw screw screw screw</p>
	<p>screwdriver screwdriver screwdriver screwdriver</p>



Tracking

Colour the word hammer	Colour the word bolt
Colour the word spanner	Colour the word screw
Colour the word screwdriver	Colour the word wrench
Colour the word nut	Colour the word tyre

hammer	screwdriver	tyre	spanner	bolt
spanner	screw	bolt	screwdriver	wrench
nut	hammer	screwdriver	tyre	screwdriver
screwdriver	tyre	wrench	bolt	spanner
wrench	nut	tyre	hammer	screw
nut	screwdriver	hammer	wrench	tyre
tyre	bolt	screwdriver	spanner	wrench
screwdriver	hammer	screw	bolt	nut
tyre	spanner	screwdriver	hammer	tyre
screw	wrench	nut	screwdriver	spanner
screwdriver	hammer	spanner	bolt	tyre
nut	bolt	hammer	screwdriver	spanner
spanner	screwdriver	tyre	wrench	screw

How many have you found?

hammer	screw	bolt	tyre
screwdriver	nut	wrench	spanner




































































Track and spell

hammer	a h a m n s m e t b r m a
hammer	
wrench	I w y r k e n s c h e
wrench	
spanner	t p s e p a n m s n u I e l r
spanner	
screw	s n c k r u I e l s w
screw	
nut	n o p s u l e h t
nut	
bolt	b I f t o e a l h e s t
bolt	
screwdriver	s n h c j r I e t w d o r I v o e r k
screwdriver	
tyre	h e t p o y e a r n m e
tyre	













































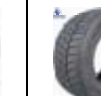






In order to carry out garage tasks such as stock-checks, you must count and label items. You might find it helpful to keep a tally.

Item name:														
														
														
														
														
Tally												Total		












Item name:														
														
Tally												Total		












































Item name:														
														
														
														
														
Tally												Total		

Item name:											
											
Tally										Total	



Item name:							
							
							
Tally						Total	

Item name:														
														
														
														
Tally											Total			



Sometimes if you're counting up large amounts of things, it is a good idea to group them. Ten is a good number because you can count up to large amounts quickly with it: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100.

Match the following number pairs to make ten:

$1+9= 10 / 9+1= 10$ Shade all 1s and 9s in BLUE	$2+8= 10 / 8+2= 10$ Shade all 8s and 2s in RED	$3+7= 10 / 7+3= 10$ Shade all 3s and 7s in YELLOW	$4+6= 10 / 6+4= 10$ Shade all 4s and 6s in GREEN	$5+5 = 10$ Shade all 5s in PINK
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1	2	3	7	6	9	5	3	5	3	3	6
7	7	1	5	2	3	4	4	1	2	4	6
5	9	8	4	5	8	7	3	5	7	9	7
8	6	5	2	9	5	4	8	6	5	5	1

You should have no numbers left over.



- Now cash up a day's takings, making piles of ten, and then adding.

£2	
£1	
5p	
2p	
1p	

£2	
£1	
5p	
2p	
1p	

£2	
£1	
5p	
2p	
1p	

£2	
£1	
5p	
2p	
1p	



There are lots of different font styles for numbers.

How many can you see?

Sometimes numbers and letters are written in different styles, and you need to read them however they are written. This is important so that you can read other peoples' lists.

Use a different colour for each number from 1 to 10. Each number appears 10 times in 10 different fonts. One number has been done for you.

Then use the same colours to shade in the different jobs and write down the order they must be done in (e.g. 1st).

1	9	7	8	10	7	4	2	6
3	8	5	9	7	1	10	8	2
7	2	8	1	9	4	6	10	8
10	5	3	7	3	6	2	1	9
2	3	1	5	6	9	7	4	10
5	7	9	10	4	2	1	6	3
4	6	2	3	1	10	9	7	5
9	1	10	4	2	8	5	3	4
8	4	6	2	5	3	8	9	1
6	10	4	6	8	5	3	5	7

	fifth	Change gear cables on VW Golf
	tenth	New clutch for Mini Cooper
	fourth	Bumper repair on Audi TT
1st	first	Re-spray Ford Focus
	eighth	Side-wing repair Ford Mondeo
	sixth	Mirror replacement Skoda Fabia
	second	MOT Skoda Octavia
	ninth	Oil and filter change on VW Fox
	seventh	Service for VW Passat
	third	Fit tow-bar to Vauxhall Corsa.

Teacher's note: the different fonts above will only display correctly in this PDF if you have them installed on your system.



Customer queuing (guided OHP task first)

*Note – students to cut out and use table below as a “ruler” to help tasks on pages 18-20. Each column to be shaded in a different colour and then kept in students’ files for reference.

Demonstrate as a guided task first (see next page) before students attempt pages 19-20 independently. Ruler is used to help write the ‘placings’ (ordinal numbers) above the grid as in OHP example on page 18.

Learner Resource: Numbers and placings

Hole-punch and keep in your file									
Name:									
1	2	3	4	5	6	7	8	9	10
one	two	three	four	five	six	seven	eight	nine	ten
1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
first	second	third	fourth	fifth	sixth	seventh	eighth	ninth	tenth
I	II	III	IV	V	VI	VII	VIII	IX	X



Customer queuing

Each customer is known by the first letter of his or her surname.

Say where each customer is in the queue – when he or she calls to ask.

Write down the customer's position in the queue. Are they first, second, third, etc.?

Example of partially completed activity (guided whole-class task – use an OHT or smartboard).

E.g. Tutor might say: "Customer G called. Where are they in the queue?" (or cut up and use the first ten phone number cards on page 21, pull randomly from a hat).

1st first	2nd second	3 rd third	4th fourth	5th fifth	6th sixth	7th seventh	8th eighth	9 th ninth	10th ninth	← 'Ruler' goes here. Students write here	
	B									2nd	second
A										1st	first
								I		9th	ninth
			D							4th	fourth
							H			8th	eighth
		C									
					F						
									J		
				E							
						G					



Customer queuing (1)

Each customer is known by the first letter of their surname.

Say where each customer is in the queue – when he or she calls to ask.

Write down the customer's position in the queue. Are they first, second, third, etc.?

	B										
A											
								I			
			D								
							H				
		C									
					F						
										J	
				E							
						G					



Customer queuing (2)

Each customer is known by the first letter of their surname.

Say where each customer is in the queue – when he or she calls to ask.

Write down the customer's position in the queue. Are they first, second, third, etc.?

								I			
		C									
			D								
									J		
A											
					F						
							H				
	B										
				E							
						G					



Sample memo and blank memos to cut out, complete and give to students for role play activities.

Memo

Date: _____

Tasks to complete

1. Ring customers and delivery companies.
2. Order tasks according to need.
3. Note down expected job completion times.

Memo

Date: _____

Memo

Date: _____

Tasks to complete

- 1.
- 2.
- 3.

Memo

Date _____

Tasks to complete

**Customers**

Mrs Adlett 01472 365251	Mr Benn 01724 332997	Mr Cook 01742 789012	Mr Deer 01472 567234
Mrs Evans 01724 600203	Mr Fox 01472 678234	Miss Good 01652 765409	Miss Hawes 01472 326904
Mrs Ivy 01472 789012	Mrs Jolly 01472 378951	Mrs Kayleigh 01472 678456	Mrs Lamb 01724 657203

Companies

Jones and Jones 01472 234876	Heaps R Us 01247 246824	Audi Autos 01472 672534	Skoda Spares Ltd 01652 386729
Scrap Metal boys 01724 127680	Hunk of Junk Ltd 01472 482461	Volkswagen VD 01472 784523	Scrapit Bagit & Scram 01472 568709