

Putting two and 2 together

Tutor support sheet



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How to use this booklet:

This support sheet has been developed for use with the publication, *Putting two and 2 together* and has two aims – firstly, to provide a source of short texts that a learner will enjoy reading and, secondly, to address the “fear” factor of numeracy by providing a vehicle to begin discussions with learners about the importance of good numeracy skills in everyday activities.

This leaflet is designed as a prompt for the kinds of discussions, teaching and learning activities you might like to develop in connection with each of the texts. Encourage learners to think about how the skills of literacy and numeracy are linked and cannot exist independently of each other.

	Teaching/learning prompts
Learners’ experiences of numeracy	<ul style="list-style-type: none"> • How do your learners feel about maths and why? • What are they good at in maths? Do they have any difficulties with maths? • Write a “maths diary” of the daily activities that include numeracy. • What might the benefits be of improving numeracy skills? • Draw something – maybe a picture or a graph – to show how you have felt about maths at various stages in your life.
Want to be a Millionaire? How to choose your lottery numbers!	<ul style="list-style-type: none"> • How do your learners choose their lottery numbers? Do they have the same numbers every time? Do they have a system? Are they part of a syndicate? Have they ever won? Has the text changed their minds about buying a lottery ticket? • If your learners won £1 million, how would they spend it? Draw up a spending plan/budget. Write a paragraph about how you made those decisions.
Spring Forward – Fall Back	<ul style="list-style-type: none"> • What do your learners think about moving the clocks forward and backward? • How does it affect their lives?

	<ul style="list-style-type: none"> • How could they illustrate the figures given in paragraph 5?
About Time	<ul style="list-style-type: none"> • How is maths part of telling the time? • Do your learners prefer to use a 12-hour clock (analogue) or a digital clock? Explain why. • Has this poem made your learners reconsider how easy it is to tell the time?
A Baker's Dozen	<p>This extract depicts a typical day in the life of a baker. It illustrates how poor numeracy skills or misunderstandings about terminology can have an effect on individuals, businesses and more widely, the economy. Think about the following questions:</p> <ul style="list-style-type: none"> • Can your learners identify the occasions when Dave uses number skills in his day? • How can good numeracy skills help in everyday activities? • Activity: Keep a numeracy diary for a day. Write down everything you do that involves numeracy. What do you have to work out using numbers or calculations or shapes or statistics? • Think about the language of numeracy. Do certain words or phrases mean different things to your learners?
Catching the bus	<ul style="list-style-type: none"> • Begin a discussion about the local bus service. Do learners have the same experience? Do they agree with the “bunching up” theory? • Do learners find reading timetables complicated? What is their experience of travelling by public transport? • How is numeracy part of reading a timetable?
Idioms and Numeracy	<p>Many of these idioms involve numerical reference and can be useful to start discussion about the “quirkiness” of the English language and how numeracy fits in with this. This can be particularly useful</p>

	<p>for learners whose first language is not English.</p> <ul style="list-style-type: none"> • Where and when did these sayings originate? Use the internet to find out. • Do you have any such sayings in your own language that involve number? • What is the literal meaning of “nineteen to the dozen”? (says 19 words when 12 will do).
Calorie Counting	<ul style="list-style-type: none"> • Have any of your learners tried to diet? • What methods have they used? • Do they count calories? • How do they track/record the number of calories?
Proportions of the Body	<ul style="list-style-type: none"> • Draw a circle – can you add the features of the face following the proportions given? • How does proportion come into everyday activities? E.g. buying clothes to fit, buying furniture for a room.
The Trouble with Bras – Measuring Up!	<p>This activity would be most appropriate for a group of women learners:</p> <ul style="list-style-type: none"> • Discuss your experiences of being measured for a bra. • Why is it so complicated? • How many bras does the average woman buy in a year? • What does circumference mean?
Words and measures	<p>Think about and discuss the origins of the language of maths, e.g. cent means 100.</p> <p>Look up the origins of maths words on the internet.</p>

The Reading for Pleasure suite of materials:

- CPD modules: Reading for pleasure in a number of contexts
- Storytelling: CPD unit with lesson ideas
- Families, Learning and Storytelling: Using archives for community cohesion
- Take Your Partner: Engaging emergent adult readers
- Technology and Reading: How to use blogs, wikis, iPods and e-books to promote reading
- Putting two and 2 together: Creating a bridge between literacy and numeracy learning
- Resources for libraries: Guidance on how to engage families to read for pleasure