

Reading instructions, manuals, programs and tables

Instructions



Word List

instructions (or **directions**) = the way to use or do something, one step at a time.



Watch - Observe

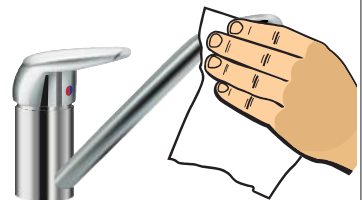
Look for written instructions in your workplace. Read them. People write instructions in many different ways.

These instructions are about collecting water:

COLLECTING WATER SAMPLES FOR BACTERIOLOGICAL EXAMINATION

1. CLEAN THE TAP

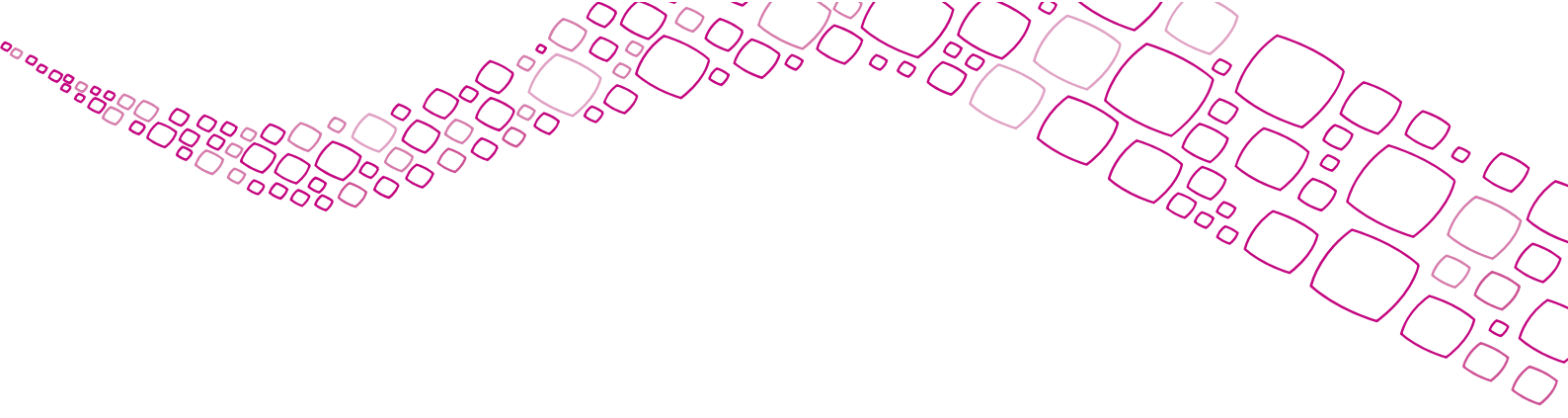
Remove from the tap any attachments that may cause splashing and using a clean cloth, wipe the outlet in order to remove any dirt.



2. RUN THE TAP

Turn the tap on at maximum flow rate for 1 to 2 minutes.





Reading instructions, manuals, programs and tables

Manuals



Word List

contents = a list of headings in the order that they come in the book.

chapter = the way parts of a book are split up.

heading = one line or less, usually in bigger print, at the start of a piece of writing that tells you what this writing is about.

subheading = one line or less of writing, smaller than the heading, that tells you what shorter parts of the writing are about.

index = a list of words in alphabetical order at the back of a book with page numbers.

bold = writing that is darker than the writing around it.



Watch - Observe

How do people use manuals?

How do they find the page they need?

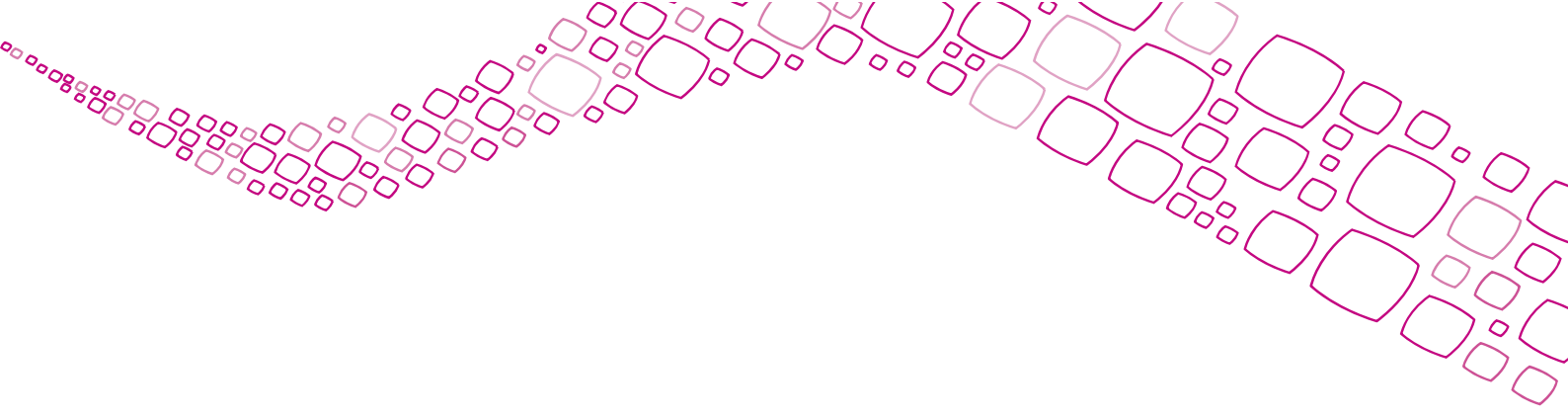


When do we use it? Context

When you need to find information, you can:

- read the contents to find the right chapter
- read the headings
- look in the index for words that are about what you need to know
- check the pictures to see what to do.





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Programs and Tables



Word List

table = a way of setting out information in rectangular spaces on a rectangular form. The spaces can be called cells or squares.

rectangular = how you describe a shape with four straight sides.

program = a plan showing what to do. A program can go for any length of time, but most centres plan programs for one week ahead. It is usually written in a table.



Watch - Observe

When do people in your workplace read programs?

What other tables do they read?

Why?

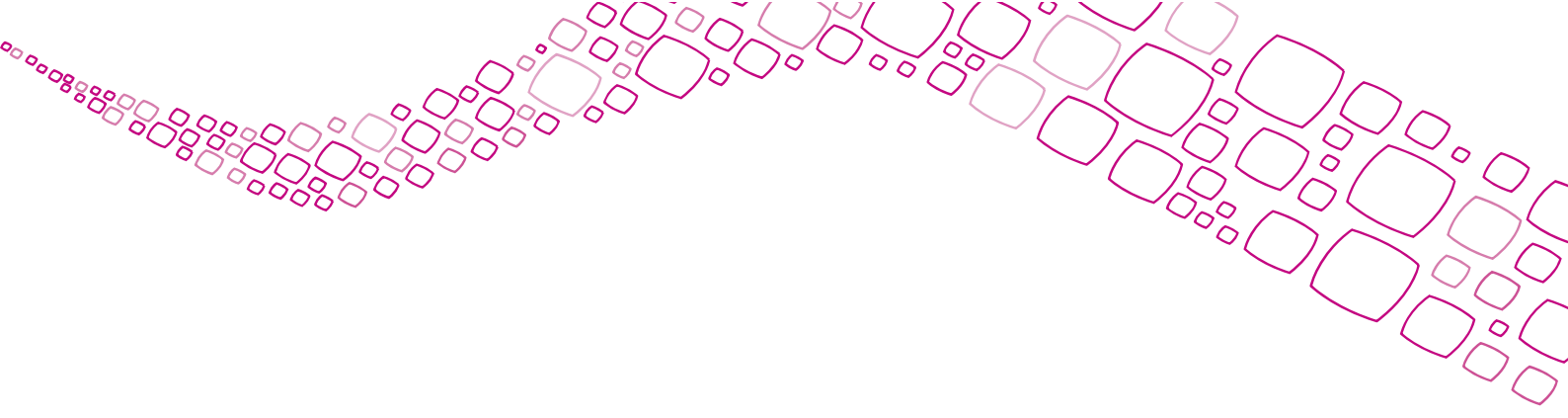


When do we use it? Context

We read tables when we need to find something out. When a program is in a table we can see what is planned for each day so we can get everything we need ready.

For example, when were working with children and they have finished an activity, we can check the program to find out what else there is to do.





Reading instructions, manuals, programs and tables

Instructions



Write

READING • LEVEL 2 •



Wonem Community Health Centre

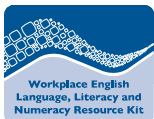
Weighing a Baby

1. Put a light disposable cloth on the scales.
2. Undress the baby.
3. Put the baby on the scales and take the reading.
4. Record the reading.
5. Take off the scales and dress the baby.
6. Dispose of the cloth and clean the scales if necessary.

Read the instructions above for weighing a baby at the Wonem Community Health Centre.

What is the first thing you do?

What is the second last thing you do?



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Instructions



Do

Read the instructions on the next page about collecting water samples.

1. Draw a circle around the picture that shows maximum flow rate of water coming from the tap. Put a cross (x) next to the picture that shows medium flow rate of the water coming from the tap.
2. Draw a circle around the mouth of the tap and the mouth of the bottle.
3. Draw a circle around the picture that shows someone holding the bottle top with the open end down.



Look at these instructions for washing hands. They're in the wrong order. Put numbers in the boxes (1 to 6) to show the correct order.

If there are words that you don't understand, ask someone to explain them to you. Or look them up in a dictionary.

- | | |
|--|--|
| <input type="checkbox"/> Lather soap all over hands | <input type="checkbox"/> Dry hands on paper towels |
| <input type="checkbox"/> Carefully wash hands for 20 seconds | <input type="checkbox"/> Wet hands thoroughly |
| <input type="checkbox"/> Rinse hands under running water | <input type="checkbox"/> Remove jewellery |

READING • LEVEL 2 •

Reading instructions, manuals, programs and tables

Manuals



Word List

Ch. = an abbreviation of (short way to write) the word **chapter**.

No. = an abbreviation of **number**.

Ch.	Name of the Chapter	Page No
1	Dogs	18
2	Germs	9
3	Environmental Health	61
4	Houses	4
5	Pests	64
6	Plumbing	3
7	Rubbish	8
8	Water	99



Do

Look at the table above and then write where the instruction is located

What you want to find out	Ch.
Killing cockroaches in a house	
What to do about dogs	
How to tell people about germs	
How to tell people about keeping their house clean	
How to teach people about environmental health	
How to look after the water supply	
What to do about rubbish	
How to look after the plumbing and pipes	

Reading instructions, manuals, programs and tables

Manuals



Do

Do you have any manual or handbooks at home?

What are they for?



Write

Write the names of any manuals or handbooks that are used at work. In the second column, write who they are for.

Name of the manual or handbook	Who it is for?



READING • LEVEL 2 •

Reading instructions, manuals, programs and tables

Programs and Tables



Write

On the back of this card is a KidPLUS Day Care Activity Plan for over 3s for Monday and Tuesday. The program writer has made up some abbreviations so the ideas will fit in the spaces on the table.

Write the words that you think the abbreviations stand for:

chn. _____

T. bears _____

diff _____

cntnrs _____

cnr _____



Write

What dates is this program for?

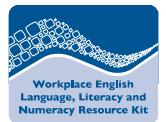
What equipment do you need for Gross/Fine Motor Skills on Monday?

What would you need to make before Cognitive/Thinking Skills on Tuesday?

Sometimes you need to do activities in a particular order. Look at Language/Communication and Social/Emotional on Tuesday.

Which one would you do first?

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Programs and Tables



Write



Topic – Teddy Bears

READING • LEVEL 2 •

20 – 24/10/08	Monday	Tuesday
Language/ Communication	Talk about Teddy Bears. Ask chn to bring in their T. Bears tomorrow for show and tell.	Play spot the diff. on felt board. Read The 3 Bears story. Show and tell – T. bears.
Cognitive/Thinking	Cardboard T. bears. Paper waistcoats and decorate with pens. Puzzles.	Finger Puppets. Use stencils – cut out 3 bears stencils from ice cream cntnrs.
Music Movement/ Art	Play 'Teddy Bear, Teddy Bear.'	Learn 'Teddy Bear' dance.
Social/Emotional	Provide playdough. Use cutters, baking tray, etc. Bears and dolls in doll cnr.	Set up house in doll cnr. Provide bowls, spoons and diff. sizes of chairs as in story.
Large/Fine Motor	Water play – add soap powder to the water trough to make bubbles.	Play games outside + have races with the T. bears.

