

# Training Module 10

## Day 3

### Session notes for IQTE trainers



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Day 1	Day 2	Day 3
<b>Session 1:</b> <b>9.30—10.30am</b> Reconnecting/ Sharing experiences	<b>Session 1:</b> <b>9.30—10.30am</b> Classroom management	<b>Session 1:</b> <b>9.30—10.30am</b> Classroom management
<b>Session 2:</b> <b>10.30—11.30am</b> Teaching English	<b>Session 2:</b> <b>10.30—11.30am</b> Teaching English	<b>Session 2:</b> <b>10.30—11.30am</b> Teaching English
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Wrap up 4—4.15pm		

**To make:**

Present continuous songs handout, prepared by Mallam Auwalu Ibrahim of Farawa in Kano (one handout for each participant)

**Worksheet:**

Maths problems, from New Methods Mathematics, on flip chart paper: multiplication, addition and subtraction with regrouping, factors, ordering of fractions (two)

**Module 10****Day 3**

Page 3

**Session 1:****Materials/Charts/Handouts**

Flip chart or chalkboard, markers

Handouts 1—4: Classroom scenarios (a different scenario for each group)

Chart: Five areas of classroom management (from Day 2)

**Session 2:****Materials/Charts/Handouts**

Present continuous songs handout (one for each participant)

Materials: Present continuous flash cards (from Day 1)

Materials 1: Past tense flash cards

Handout 5: Some common irregular verbs (one for each participant)

Chart: Fill in the gaps (from Day 2)

Chart: Apples and bananas (from Day 1)

Chart: Short vowel sounds (from Day 1)

Materials: 'Long a' flash cards (from Day 1)

A4 paper, card, scissors, crayons

**Session 3:****Materials/Charts/Handouts**

Flip chart or chalkboard, markers

Materials 2: Factors and products (one factor card for each participant)

Chart 1: Number line

Materials 3: Counter

A4 paper (one piece for each participant)

Worksheet: Maths problems (two)

**Session 4:****Materials/Charts/Handouts**

Flip chart or chalkboard, markers

Chart 2: The ladder of writing

Chart 3: Guided writing and independent writing

Chart 4: The five steps of writing

Handout 6: Writing prompts (one for each participant)

A4 paper (one piece for each participant)

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# Session 1

## 9.30—10.30am

# Classroom management



### Learning outcomes

By the end of this session, the participants will:

**have role played classroom scenarios with progressive and authoritarian teaching approaches**

**be able to identify leadership and management skills that help children to correct their own behaviour and that create a healthy classroom environment where there are fewer behaviour problems**



### Materials

Flip chart or chalkboard, markers

Handouts 1—4:  
Classroom scenarios  
(a different scenario for each group)

Chart:  
Five areas of classroom management  
(from Day 2)

Session 1  
9.30—10.30am

Classroom  
management

activity  
01

Time  
20 minutes

Preparing a role play

Note to facilitators

At the beginning of this session, the participants will prepare a role play in groups. Have at least one support teacher with each group.

The support teachers should help their group by asking questions about how to organise, stay on task and finish on time. Ask them not to tell the participants how to act out the role play unless the group directly asks for that kind of help.

Ask a volunteer to lead an opening prayer. Then tell the participants to count off around the room from one to four and to sit in groups with the people with the same number.

Explain that each group will do a role play of a different classroom scenario. They will have ten minutes to organise and practise their role play. One person will act as the teacher and the rest of the group as the pupils. The role play will be one to two minutes long.

Give each group a different scenario from [Handouts 1—4: Classroom scenarios](#). Tell them to read it, then ask for any clarifying questions.

Move around the room while they are working, helping where necessary.

activity  
02

Time  
40 minutes

Presenting a role play

Bring the whole class together. Ask each group in turn to act out their scenario. Immediately after each role play, give positive feedback on what the group did well.

Then ask: ‘What problem(s) do you see in this classroom?’ ‘What are the key class management skills that this teacher can learn to help with each problem?’

Summary

Ask, ‘What did you learn from doing these role plays?’ ‘How will you use what you learnt in your teaching?’

Show [Chart: Five areas of classroom management](#) to remind them of the key areas.



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# Session 2

## 10.30—11.30am

# Teaching English



### Learning outcomes

By the end of this session, the participants will have:

**participated in an introduction to the past tense**

**participated in and/or led activities to teach long vowels**

**made materials to use with their classes and to share with staff in their school**



### Materials

Flip chart or chalkboard, markers

Present continuous songs handout (one for each participant)

Materials:  
Present continuous flash cards (from Day 1)

Materials 1:  
Past tense flash cards

Handout 5:  
Some common irregular verbs (one for each participant)

Chart:  
Fill in the gaps (from Day 2)

Chart:  
Apples and bananas (from Day 1)

Chart:  
Short vowel sounds (from Day 1)

Materials:  
'Long a' flash cards (from Day 1)

A4 paper, card, scissors, crayons

# Session 2

10.30—11.30am

## Teaching English

### activity 01

**Time**  
15 minutes

#### Introducing the past tense

Begin by reviewing the present continuous tense. Give each participant the [Present continuous songs handout](#). Sing the songs with the class. Then share how teachers can make up similar songs to help children learn.

Ask a volunteer to lead the song 'This is the way' using the actions 'clap our hands', 'jump so high', 'beat the drum'. Then review the present continuous tense following these steps:

Ask a volunteer to come to the front of the class.

Secretly show the volunteer the card 'clap' from [Materials: Present continuous flash cards](#). Tell them to do the action on the card and continue doing it until you say, 'Stop'.

While the volunteer is doing the action, ask, 'What is he doing?' (He is clapping.) Then tell the volunteer to stop.

Repeat with different volunteers and the verbs 'jump' and 'beat'.

Remind the participants that we use the present continuous tense to talk about an action happening right now.

Then introduce the past tense. Follow these steps:

Ask, 'Who clapped this morning?' Lead them to answer '\_\_\_\_\_ clapped this morning.'

Repeat with 'Who jumped this morning?' and 'Who beat the drum this morning?' Lead the class to answer '\_\_\_\_\_ jumped this morning' and '\_\_\_\_\_ beat the drum this morning.'

Then ask, 'Who clapped yesterday?' Ask that person to raise their hand and lead the class to answer, '\_\_\_\_\_ clapped yesterday.'

Repeat with 'Who jumped yesterday?' and 'Who beat the drum yesterday?'

Show the cards 'clap' and 'ped' together from [Materials 1: Past tense flash cards](#). Then show 'jump' and 'ed' together. Point out that the past tense of 'clap' and 'jump' ends in 'ed'. This is the rule for most verbs in the past tense. Ask them to give more examples.

Finally show 'beat'. Point out that 'beat' remains the same in the past tense. 'Beat' is an irregular verb.

Explain that there are a lot of irregular verbs which don't follow the 'ed' rule in the past tense. Give each participant [Handout 5: Some common irregular verbs](#).

## activity 02

Ask, 'Who can tell us the past tense of these verbs?' (came, gave, went, heard, made, read, said, saw, spoke, wrote) Tell them to write the past tenses of the verbs on their handout.

Finally, explain that they should teach their pupils the regular past tense rule before teaching irregular verbs.

**Time**  
15 minutes

### Sentence dictation practice

Ask a volunteer to lead the class in the song 'Apples and bananas'.

Remind the participants that in this training they have looked at teaching long vowels. Yesterday they did two activities, 'fill in the gaps' and 'sentence dictation', to practise long vowels with the 'magic e'.

Ask, 'Who can lead the class in the "sentence dictation" activity?' Ask a volunteer to choose a sentence from [Chart: Fill in the gaps](#) to dictate (show the chart only to the volunteer).

Then ask volunteers to write the sentence on the flip chart or chalkboard for the rest of the class to correct. Repeat with two more volunteers and different sentences.

## activity 03

**Time**  
30 minutes

### Making materials

Tell the participants that they will make the following teaching materials, and write them on the flip chart or chalkboard:

Apples and bananas chart

Short vowel sounds chart

'Long a' with the 'magic' e flash cards (six to eight words)

Present continuous flash cards

Past tense flash cards.

Show the materials that you have made.

Move around the room while they are working, checking for quality, and giving support and positive feedback.

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# Session 3

## 12—1pm

# Teaching Maths



### Learning outcomes

By the end of this session, the participants will have:

.....  
**participated in and/or led the ‘finding factor friends’ game**  
.....

.....  
**participated in an introduction and activities using number lines to learn multiplication**  
.....

.....  
**practised Maths skills needed for teaching Scheme of Work Year 1 Term 3 objectives**  
.....



### Materials

Flip chart or chalkboard, markers

.....  
Materials 2:  
Factors and products (one factor card for each participant)  
.....

.....  
Chart 1:  
Number line  
.....

.....  
Materials 3:  
Counter  
.....

.....  
A4 paper (one piece for each participant)  
.....

.....  
Worksheet:  
Maths problems (two)  
.....

Session 3:

12—1pm

Teaching Maths

activity

01

activity

02

Time

15 minutes

Daily mental work practice

Note to facilitators

Divide the participants and support teachers into two groups for this session. One group will stay in the training room. The other group will move to another room.

Tell the participants that they will play the ‘finding factor friends’ game. Ask, ‘Who can remind us how to play the game?’ Take their ideas.

Ask if a volunteer would like to lead the game. Give the volunteer the factor cards and the list of products and factors from [Materials 2: Factors and products](#). Play the game.

Time

20 minutes

Using number lines to learn multiplication

Remind the participants that we all learn concepts in different ways, and it is therefore important for teachers to use a variety of methods when they teach.

Ask, ‘What different activities have we used to teach multiplication so far?’ (Possible answers are: finding factor friends, bingo, individual work.)

Tell them that today you will lead them through activities to practise multiplication using number lines. They will participate as pupils. Spend about five minutes on each activity.

- 1
- Introduction to number lines for multiplication
- Follow these steps:
- Show Chart 1: Number line. Use [Materials 3: counter](#) to jump by 1s, with the class counting with you.
- Show with your counter how you can jump by 2s. Have the class count with you up to 20.
- Write the equation ‘ $1 \times 2 = 2$ ’ and show how the counter takes just one jump.
- Tell them that the first number of the equation tells how many jumps and the second number what number the counter is jumping by.
- Write ‘ $2 \times 2 = 4$ ’ and show how the counter takes 2 jumps of 2.
- Write ‘ $3 \times 2$ ’. Ask a volunteer to show how the counter jumps. (3 jumps of 2)
- Show other equations and ask other volunteers to show how the counter jumps.

<b>2</b> <b>Making a number line</b>	<b>3</b> <b>Number line pair work</b>	<b>4</b> <b>Guesswork</b>
Follow these steps:	Follow these steps:	Follow these steps:
Give each participant a piece of <a href="#">flip chart paper</a> and give out <a href="#">markers</a> to share.	Ask the participants to work in pairs.	Practise a few times tables, counting together. For example, with the 2 times table, say, '2, 4, 6, 8, 10,' and so on.
Show them how to fold the paper to make even spaces for the numbers.	Give each participant a piece of <a href="#">A4 paper</a> . Tell them to write two multiplication equations on their paper.	Then ask, 'If I take 5 jumps of 3, where will I land?' (15) 'How about if I take 3 jumps of 5?' (again 15)
Show how to write the marks and the numbers clearly and neatly on each fold.	Ask them to exchange papers with their partner and solve the multiplication equations using the number line.	Repeat with a few more pairs where they will land on the same number. For example:
Demonstrate how to use their pointer finger as the counter.	When they have finished, ask a few volunteers to say how they solved their equations using the number line.	2 jumps of 8, 8 jumps of 2
Write some x2 equations on the flip chart or chalk-board. Ask them to find the answer to the equations using their number line.		3 jumps of 6, 6 jumps of 3  3 jumps of 4, 4 jumps of 3.
Repeat with x3 and x4 equations.		

# activity

## 03

Ask, ‘What do you notice?’  
(In each case, they land on  
the same number.)

Tell them to work in pairs  
giving similar ‘friend’  
equations to their partner.

Then bring the whole class  
together and share puzzles  
such as: ‘I am a number  
between 20 and 30. You say  
my name when you jump by  
fives. Who am I?’ (25)

Ask the participants to  
work in pairs and share  
similar puzzles.

**Time**  
25 minutes

**Maths worksheet**

Show the [Worksheet: Maths problems](#). Tell the participants to complete as many problems as they can in the time allotted but that it is fine if they are not able to finish. Move around the room, helping where necessary.





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Wrap up 4—4.15pm		

# Session 4

## 2—3pm

# Teaching writing



### Learning outcomes

By the end of this session, the participants will:

.....  
**be able to list the five steps of writinag**

.....  
**be able to describe writing prompts**

.....  
**have written a short composition using the 'five steps' and a prompt**



### Materials

Flip chart or chalkboard, markers

.....  
Chart 2:  
The ladder of writing

.....  
Chart 3:  
Guided writing and independent writing

.....  
Chart 4:  
The five steps of writing

.....  
Handout 6:  
Writing prompts  
(one for each participant)

.....  
A4 paper  
(one piece for each participant)

Session 4:

2—3pm

Teaching writing

activity 01

activity 02

activity 03

<div>Time</div> <div>5 minutes</div> <div>Reviewing the ladder of writing</div>	<div>Time</div> <div>15 minutes</div> <div>The five steps of writing</div>	<div>Time</div> <div>10 minutes</div> <div>Prompts</div>
<p>Remind the participants that in this and the last training, they looked at the ‘ladder of writing’. Ask, ‘What are the first two stages on the “ladder of writing”?’ (modelled writing and shared writing)</p> <p>Ask, ‘After we give the pupils plenty of shared writing activities, what stage of the ladder are they ready for?’ (guided writing and independent writing) Show <a href="#">Chart 2: The ladder of writing</a>.</p> <p>Ask, ‘What do you think guided writing is?’ (The pupils begin writing sentences and paragraphs but with the teacher’s guidance.)</p> <p>Then ask, ‘What do you think independent writing is?’ (The pupils have the skills to write on their own.) Show <a href="#">Chart 3: Guided writing and independent writing</a>, and read through it with the class.</p>	<p>Tell them that in this session they will practise ‘guided writing’, starting with the ‘five steps’. Show <a href="#">Chart 4: The five steps of writing</a>. Ask volunteers to read aloud each step in turn.</p> <p>Ask for clarifying questions and ask the participants to give examples if anyone doesn’t understand.</p>	<p>Ask, ‘Do you know the word “prompt”?’ ‘Does anyone know what it means if you give someone a prompt?’ (A prompt is a reminder or a suggestion. In writing, it is a question or a statement that gives the writer a suggestion for what to write about.)</p> <p>Tell them that you will give them a few prompts that they can use with their pupils in guided writing activities.</p> <p>Give each participant <a href="#">Handout 6: Writing prompts</a>. Ask volunteers to read aloud each prompt in turn. Ask for clarifying questions.</p>

# Wrap-up

## 4— 4.15pm

## activity 04

**Time**  
30 minutes

### Writing a composition

Explain that they will now write a composition using one of the prompts. Ask them to choose a prompt from Handout 6. Tell them that they will go through the 'five steps' as they write. They will have 20 minutes to go through the first four steps.

When they reach step 3, they should ask someone at their table to read their writing and give them ideas. Then they can go on to step 4. Ask for clarifying questions, then give each participant a piece of [A4 paper](#).

Move around the room, monitoring progress and helping those who seem stuck. Be their 'secretary'. Say, 'Talk to me' and remind them that 'writing is talking on paper'.

Give a five-minute warning. Remind those who have finished to go through the 'five steps' and make sure that they have done the first four. Then give a one-minute warning, telling them that you will count by nines down from 108 (12 x 9). By zero, they will have put their pencils down.

Tell them that they now have ten minutes to do step 5, which is to read their composition to their group.

### Summary

Bring the whole class together. Tell them that they can now move on to guided writing with their pupils. Ask them to start collecting the pupils' writing to share with each other as reading books.

Briefly summarise the main points of the day's activities. Then ask the participants to do the 'two stars and one wish' activity as a whole class, sharing their comments with you orally. Ask a volunteer to lead the class in a closing prayer.

# Training module 10

## Day 3

### Charts/handouts

The charts, handouts and other materials needed for each day are illustrated here.

You will need to prepare these materials before each of the day's training begins.

# handout

## 01

**Note to facilitators**  
Write each scenario on a separate piece of paper. Give a different scenario to each group.

### Classroom scenario 1

The teacher tells the class to have their slates ready to write down some words. He throws chalk to the pupils who have slates. They start grabbing and fighting for the pieces. Some of them don't get any chalk. They wait to see what to do. There are five pupils who don't have slates. They sit and wait quietly too. As the teacher says the words, some of the pupils without slates or chalk talk to each other. The teacher angrily tells them to stop. They are quiet for a short time but then start talking again. The teacher stops the lesson again to shout. He ends the activity early and says that he will stop using the slates if the class continues to misbehave.

# handout

## 02

### Classroom scenario 2

Umar and Akubakar are older pupils in the class and good friends. They always sit together at the back of the class and mess around. Today the teacher notices that they are talking to each other and poking each other with their biros during the English class. He doesn't want to shout at them. He tries to ignore them but stops the lesson often to think about what he should do. But he doesn't know what to do and so does nothing to stop them.



# handout

## 03

### Classroom scenario 3

Every day there are four boys who come to class late. The boys' work is incomplete, and they never seem to have a pencil or their exercise books. The teacher tries to understand, but every time he sees them come in late or sitting doing nothing in class he feels like shouting at them. He stops the lesson to ask them why they are late and their work is not done. They give the same excuses. He says that he has told them to improve many times and is telling them again.

# handout

## 04

### Classroom scenario 4

It is a Maths lesson. The teacher has written some multiplication problems for the pupils to answer. No one is raising their hand to answer. The teacher starts to worry but asks again. Then one pupil raises his hand and answers correctly. Then the teacher asks for the next answer and the same pupil answers. No one else tries. He doesn't find out why or try to teach them any more. He keeps calling on the same pupil.

# materials

## 01

**Note to facilitators**  
Make one flash  
card for each word or  
word ending.

### Past tense flash cards

clap

beat

jump

ed

ped

# handout

## 05

<u>Some common irregular Verbs</u>	
Verb	Past tense
come	
give	
go	
hear	
make	
read	
say	
See	
Speak	
write	

# materials

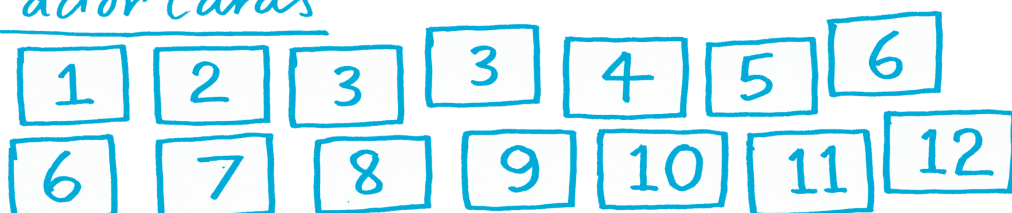
## 02

**Note to facilitators**  
If you have 14 participants, you can do the activity exactly as shown here. Each participant will need a factor card. If you have more or fewer than 14 participants, write down the factors and products and make the factor cards that you plan to use before the session.

### Factors and products

Product	Factors
8	1,8 2,4
9	1,9 3,3
10	1,10 2,5
11	1,11
12	1,12 2,6 3,4
14	2,7
15	3,5
18	2,9 3,6
20	2,10 4,5
21	3,7
22	2,11
24	2,12 3,8 4,6
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28	4,7
32	3,8
33	3,11
36	3,12 4,9 6,6
40	4,10 5,8

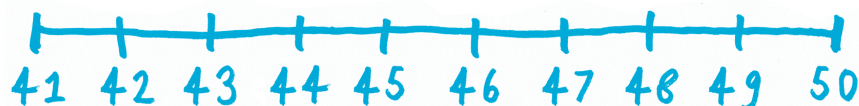
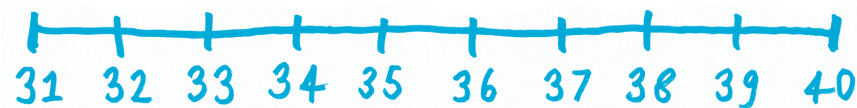
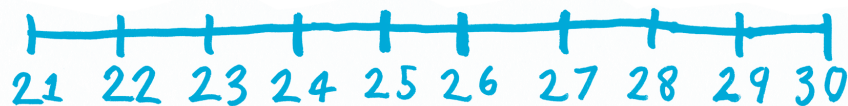
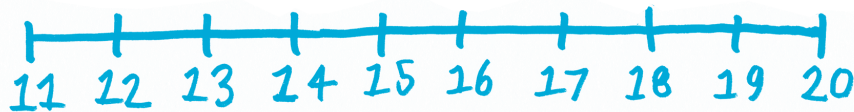
### Factor cards



# chart 01

**Note to facilitators**  
Make the chart as  
a continuous line from  
0—50 if possible.

## Number line

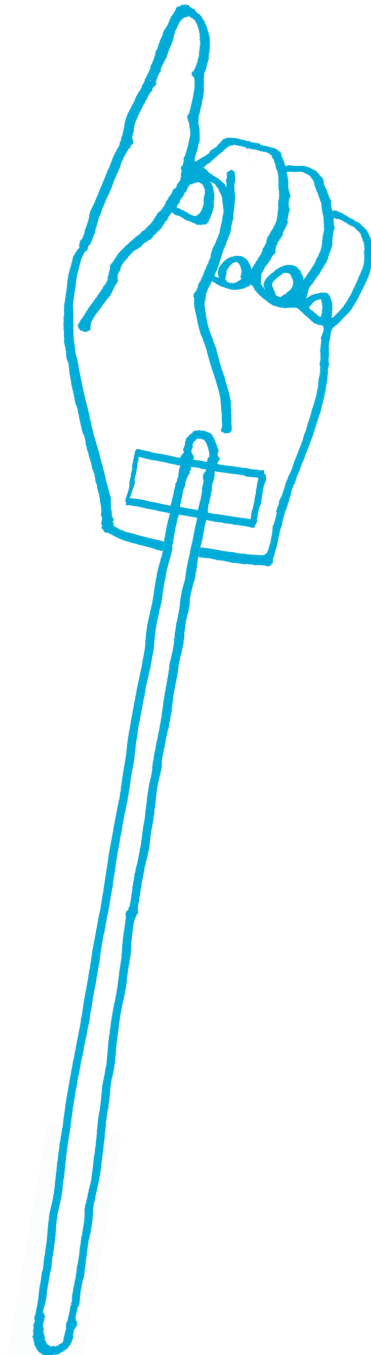


# materials

## 03

**Note to facilitators**  
Make a cardboard  
pointer finger and  
tape it to a stick.

## Counter

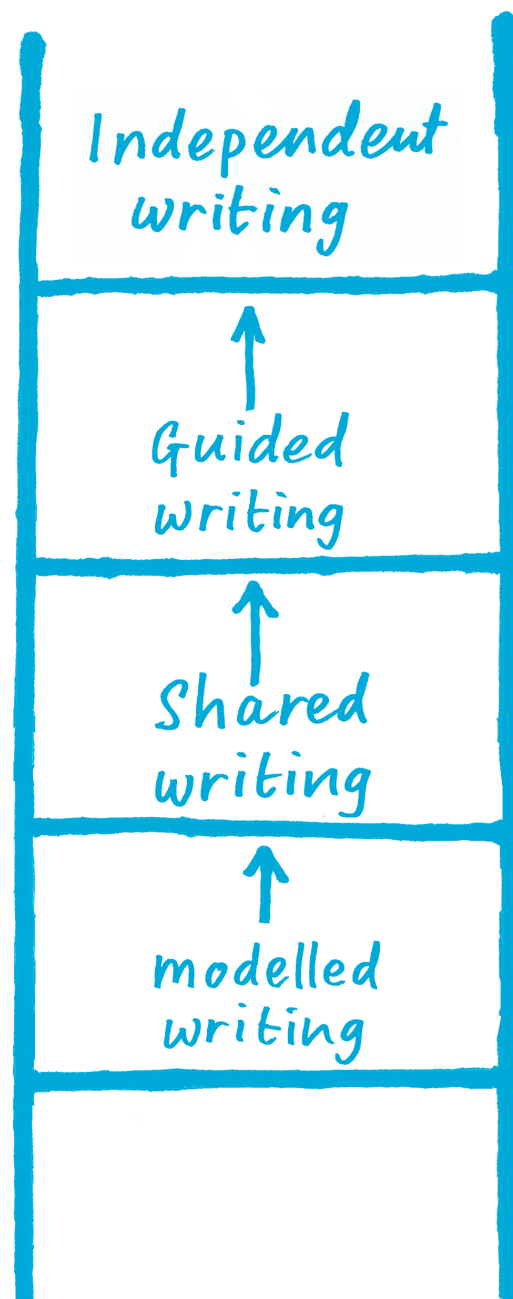




# chart

## 02

### The ladder of writing





# chart

## 03

### Guided writing and independent writing

#### Guided writing

In this stage, the pupils do more of the writing. They begin writing sentences and paragraphs with the teacher's guidance. The teacher introduces them to the writing and revision process: what we will call the 'five steps of writing.'

#### Independent writing

The pupils now have the skills to write on their own in a variety of forms.

# chart

## 04

### The five steps of writing

#### ① Get ready to write

Before you start writing, talk about a topic, look at pictures, read from a book, take a walk, use a prompt, and so on. Then sort through your ideas.

#### ② Write

#### ③ Make it better

Read over what you wrote and change it to make it better. Get ideas from other people.

#### ④ Edit it

Check what you wrote one more time for correct spelling, punctuation, grammar, legibility, and vocabulary.

#### ⑤ Share it

Read what you wrote to your class, group or partner.

# handout

## 06

### Writing prompts

- Where do you like to go to be alone? What makes this place so special? Describe your special place.
- If you could change one thing about you, what would it be? Give three reasons why you would change it. Write about it.
- Think about a box of crayons. Which colour would best describe you and why? Write about it.
- Everyone has lost a tooth. Think about a time you lost a tooth. Did it hurt when it came out? Describe what happened.
- Think of your favourite food. Who cooks it for you? When did you first eat it? What does it smell and taste like? Write so that the reader has to guess what food it is.
- If you could choose a different name, what would it be and why? Write about it.

**esspin**

Education Sector  
Support Programme  
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