

# Training Module 14

## Day 1

### 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> Teaching Maths	<b>Session 1:</b> <b>9.30—10.30am</b> Teaching Maths
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Wrap up 4—4.15pm		



## To make:

‘Parking lot’ poster,  
on flip chart paper:  
for participants to  
write their questions  
during the training

<b>Session 1: Materials/ Charts/ Handouts</b>	<b>Session 2: Materials/ Charts/ Handouts</b>	<b>Session 3: Materials/ Charts/ Handouts</b>	<b>Session 4: Materials/ Charts/ Handouts</b>	<b>Session 5: Materials/ Charts/ Handouts</b>
Flip chart paper or chalkboard, markers	Flip chart paper or chalkboard, markers	Flip chart paper or chalkboard, markers	Flip chart paper or chalkboard, markers	Flip chart paper or chalkboard, markers
Chart 1: Timetable Module 14	Chart 2: Numerator and denominator poem	Materials 1: Personal pronouns (one set)	Chart 7: Examples of natural resources	Chart 10: Dan aike
‘Parking lot’ poster	Chart 3: Proper and improper mixed fractions	A4 paper (two pieces for each participant)	Chart 8: Categorising natural resources	Handouts 3—5: Sample letters (one for each participant)
A4 paper (one piece for each participant)	Chart 4: Improper fraction poem	Handout 1: Types of pronoun (one for each participant)	Materials 2: Natural resources (one set for each group)	
	Chart 5: Types of fraction	Handout 2: Pronoun practice (one for each participant)	Tape	
	Chart 6: Converting fractions		Chart 9: Uses of natural resources	

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# Session 1

## 9.30—10.30am

# Reconnecting/ Sharing experiences



### Learning outcomes

By the end of this session, the participants will:

.....  
**be able to explain  
the training timetable**

.....  
**have recalled, reflected  
on and shared recent  
teaching experiences**

.....  
**have practised collegial  
and professional  
communication skills**



### Materials

Flip chart paper or  
chalkboard, markers

.....  
Chart 1:  
Timetable Module 14

.....  
'Parking lot' poster

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

Session 1  
9.30—10.30am

Reconnecting/  
Sharing experiences

activity 01      activity 02

**Time**  
10 minutes

**Reconnecting**

Welcome the participants back, and ask a volunteer to lead an opening prayer. Then ask a volunteer to lead a game or activity that they have created which went well in their class. If no one volunteers, ask someone to lead a game or activity that they have done before.

**Time**  
10 minutes

**The timetable for the week**

Show [Chart 1: Timetable Module 14](#), and give the participants time to read through it. Remind them that the aim of Modules 12—19 is to work on subject content to meet the requirements of the Scheme of Work. Point out that on Days 2 and 3 ‘Wrap up’ includes ‘Finishing off’. This means time for finishing work, asking questions, further practice and making teaching materials.

Put the [‘Parking lot’ poster](#) on the wall. Remind them to use the poster for writing their questions on anything that they don’t understand or are having difficulty with. You will deal with the questions during the Wrap up/Finishing off sessions at the end of Days 2 and 3.

Put the timetable on the wall for reference throughout the training

# activity

## 03

**Time**  
40 minutes

### Sharing experiences

Divide the participants into groups of five. Ask them to recall two lessons or activities that they have taught since their last training, one that went well and one that didn't go well. Ask: 'What was the lesson or activity that went well and why do you think it went well?' 'What was the lesson or activity that didn't go so well and why do you think it didn't go well?'

Give the participants a few minutes to think about the questions. Then tell them that they will share their experiences with their group. After they have shared, each person will write a brief report on the experiences of the person to their right. They can ask this person questions to clarify points and to expand their writing.

Tell the groups to choose a leader, who will make sure that everyone has three to four minutes to share. Move around the room, helping the participants with probing questions. Tell them when there is one minute left.

Give each participant a piece of [A4 paper](#) and tell them to write their reports. Give them 15 minutes for this task. Move around the room, checking on their progress and helping them to expand their ideas if necessary.

When they have finished writing, ask each group to exchange their reports with another group. Ask them to look for any common features in good and bad practice in the reports. Then bring the whole class together and take feedback from each group.

### Summary

Remind the participants that they need to do this type of reflection after every lesson they teach. Stress that their teaching will improve through self-reflection, and that by sharing their experiences with others they can both give and receive help with their teaching. Give some specific examples from their reports to illustrate this point.



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# Session 2

## 10.30—11.30am

# Teaching Maths



### Learning outcomes

By the end of this session, the participants will be able to:

**explain the difference between proper, improper and mixed fractions**

**demonstrate how to change improper fractions into proper/mixed fractions**

**add and subtract unlike fractions**



### Materials

Flip chart paper or chalkboard, markers

Chart 2:  
Numerator and denominator poem

Chart 3:  
Proper and improper mixed fractions

Chart 4:  
Improper fraction poem

Chart 5:  
Types of fraction

Chart 6:  
Converting fractions

# Session 2

## 10.30—11.30am

# Teaching Maths

## activity 01

**Time**  
15 minutes

### Reviewing fractions

Tell the participants that in this session they will look at types of fractions. Show [Chart 2: Numerator and denominator poem](#). Recite the poem with rhythm, then ask the participants to recite it with you.

Write on the flip chart or chalkboard:

$\frac{3}{4}$  (numerator)  
4 (denominator)

Remind the participants that the denominator (4) tells us how many parts the whole one is divided into. The numerator (3) tells us how many parts we have. So '3/4' tells us that we have three parts and that each part is a quarter of a whole one (unit).



# activity

## 02

**Time**  
25 minutes

### Proper, improper and mixed fractions

Show [Chart 3: Proper and improper mixed fractions](#), and point to the Farm 1 diagram. Tell them that the diagram represents a farm and the number of fields that the farmer has.

Ask, 'How many fields does the farmer have?' (9) Tell them that the farmer plants five fields to millet, and point out the five shaded areas on the diagram. Ask, 'What fraction of the fields are planted to millet?' (5/9) Explain that 5/9 is a 'proper' fraction. In a proper fraction, the top number (numerator) is smaller than the bottom number (denominator).

Point to the Farm 2 diagram on Chart 3. Tell them that the diagram represents a second farm. The shaded area represents the number of fields this farmer has planted to millet. Ask, 'What fraction of the fields are planted to millet?' (9/9) Explain that 9/9 is an improper fraction because the numerator and denominator are the same number.

Point to the Farm 1 and Farm 2 diagram on Chart 3. Tell them that the diagram represents the two farms together. Ask, 'What fraction of the fields are planted to millet?' (14/9) Explain that 14/9 is also an improper fraction because the numerator is bigger than the denominator.

Explain that we can simplify improper fractions by dividing the denominator (bottom number) into the numerator (top number). Write:

$$9/9 =$$

$$9 \div 9 = 1$$

Explain that the whole of Farm 2 is planted to millet.

Then write:

$$14/9 =$$

$$14 \div 9 = 1 \text{ } 5/9$$

Explain that 1 5/9 of Farm 1 and 2 together are planted to millet. This is a proper fraction or mixed fraction (mixed because it contains a whole number and a fraction).

To summarise, show [Chart 4: Improper fraction poem](#). Recite the poem, then ask the participants to recite it with you a few times. Then show [Chart 5: Types of fraction](#), and read through it with them.

# activity

## 03

**Time**  
20 minutes

**Converting fractions**

Tell them that they will now look at converting fractions.

**1**  
**Converting an improper fraction to a mixed (proper) fraction**

Remind the participants that we convert improper fractions to mixed (proper) fractions by dividing the denominator (bottom number) into the numerator (top number). Work through the following example with them, checking for understanding with each step:

Write:

$15/7$   
 $15 \div 7 =$   
 $15 \div 7 = 2 \text{ remainder } 1 =$   
 $2 \frac{1}{7}$

Point out that we write the remainder above the denominator.

**2**  
**Converting a mixed (proper) fraction into an improper fraction**

Tell them that they will now look at converting a mixed (proper) fraction into an improper fraction. Work through the following example with them, checking for understanding with each step:

Write: '3 2/5'

Say, 'Multiply the whole number by the denominator.'

Write '3 x 5 = 15'.

Say, 'Add the numerator to the answer.'

Write '15 + 2 = 17'.

Say, 'Then write the 17 above the denominator.'

Write '17/5'

**3**  
**Practice**

To check for understanding, show [Chart 6: Converting fractions](#). Do question 1 together, then ask them to fill in the answers. Move around the room, helping where necessary.

Bring the whole class together and take their answers. Guide them to the answers:

1  
improper; mixed = 3 1/9

2  
proper; improper = 15/8

3  
improper; mixed = 1 5/8

4  
mixed; improper = 13/6

**Summary**

Remind the participants what they have done in this session. Ask if there are any questions.





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Wrap up 4—4.15pm		

# Session 3

## 12—1pm

# Teaching English



### Learning outcomes

By the end of this session, the participants will be able to:

**explain what a pronoun is**

**identify different types of pronouns**

**explain how pronouns are used in sentences**



### Materials

Flip chart paper or chalkboard, markers

Materials 1:

Personal pronouns (one set)

A4 paper (two pieces for each participant)

Handout 1: Types of pronoun (one for each participant)

Handout 2: Pronoun practice (one for each participant)

Teaching  
English

activity  
01

Time  
15 minutes

Personal pronouns

Tell the participants that in this session they will look at pronouns. Ask, 'What do pronouns do?' (They replace nouns.)

Show the subject pronouns from [Materials 1: Personal pronouns](#). Explain that these are personal pronouns. Ask, 'What do personal pronouns do?' (They replace the nouns for people.) Tell the participants that 'I', 'he' or 'she' replace the noun for one person. 'We' and 'they' replace the noun for more than one person.

Give each participant a piece of [A4 paper](#). Tell them to tear the paper into four equal pieces and write each subject pronoun from Materials 1 on a separate piece of paper.

Write on the flip chart or chalkboard:

'My father has bought a big ram.'

'Mother will prepare food.'

'My family will celebrate Salah day.'

'Hassan and my sisters have gone to buy food.'

Read out each sentence in turn and ask the participants to hold up the correct pronoun to replace the name of the person, for example: 'he' replaces 'my father'.

Check that they hold up the correct pronoun. (he, she, we, they) Point out that these pronouns replace the noun of the person who does the action in the sentence (the subject).

Show the object pronouns from Materials 1: Personal pronouns. Give each participant another piece of A4 paper. Tell them to tear the paper into four equal pieces and write each personal pronoun on a separate piece of paper.

Write:

'Edet knows my uncle.'

'Halima helps me and my sister.'

'The children listen to their mother.'

'The teacher helps the children.'

Read out each sentence in turn and ask the participants to hold up the correct pronoun to replace the name of the person, for example: 'him' replaces 'my uncle'.



## activity 02

Check that they hold up the correct pronoun. (him, us, her, them) Point out that these pronouns replace the noun of the person who the action is done to (the object).

Explain that we use the pronoun 'it' to replace the noun for something. Write:

'Kano was flooded.'

'It was flooded.'

Explain that the plural for 'it' is 'they'. Write:

'The houses were flooded.'

'They were flooded.'

**Time**  
15 minutes

### Possessive pronouns

Give each participant [Handout 1: Types of pronouns](#), and read through the column on possessive pronouns with them. Explain that, when we want to say something belongs to me or belongs to you, we use possessive pronouns such as 'mine' and 'yours'.

Write:

'The corn belongs to me.'

'The goats belong to them.'

'The food belongs to us.'

'This pen belongs to me.'

Tell the participants to work in pairs and decide which possessive pronoun to put with each sentence. Then take their answers. (The corn is mine. The goats are theirs. The food is ours. This pen is mine.)

Ask four volunteers to come to the front of the class with something that belongs to them, for example: a book, a pen, a pencil, a watch, a bag. Hold up each object in turn and ask, for example: 'Whose book is this?' You are looking for the response 'It is his/hers/theirs.'

# activity 03

**Time**  
15 minutes

**Relative and reflexive pronouns**

Read through the column on relative pronouns in Handout 1: Types of pronouns. Ask the participants to work in pairs and make some sentences with relative pronouns.

Bring the whole class together and ask volunteers one by one to say a sentence. The co-facilitator writes their sentences on the flip chart or chalkboard. Check for agreement.

Repeat the same steps with reflexive pronouns.

# activity 04

**Time**  
15 minutes

**Pronoun practice**

Give each participant [Handout 2: Pronoun practice](#), and ask them to fill in the gaps. Move around the room while they are working, checking on their work and helping where necessary. Then bring the whole class together and go through the answers:

A1 me  
A2 me  
A3 I  
A4 me  
A5 I  
A6 me  
A7 I  
A8 me

B1 her  
B2 she  
B3 her  
B4 her

- C1 he
  - C2 him
  - C3 he
  - C4 he
  - C5 him
  - C6 he
  - C7 he
  - C8 him
- D1 who
  - D2 which
  - D3 who
  - D4 which

**Summary**

Remind the participants of the main points of the lesson. Ask if there are any questions.



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# Session 4

## 2—3pm

# Teaching Social Studies



### Learning outcomes

By the end of this session, the participants will be able to:

**explain what a ‘natural resource’ is**

**give examples of natural resources and their uses**

**categorise examples of resources into ‘animal’, ‘plant’ and ‘mineral’**



### Materials

Flip chart paper or chalkboard, markers

Chart 7:  
Examples of natural resources

Chart 8:  
Categorising natural resources

Materials 2:  
Natural resources (one set for each group)

Tape

Chart 9:  
Uses of natural resources

# Teaching Social Studies

## activity 01

**Time**  
15 minutes

### Understanding natural resources

Tell the participants that in this session they will look at natural resources. Ask, 'What is a "natural resource"?' Take their answers, and then summarise by writing this definition:

'Natural resources are things that occur in nature, for example: plants, animals, soil, minerals, air, water, and energy sources such as sunlight and fossil fuels. These natural resources are used to meet the needs of all living things including people.'

Explain that a natural resource may exist as a separate entity such as water and air, or as a living organism such as fish and cattle, or it may exist in a form which must be processed to obtain the resource such as metal ores, oil and most forms of energy. Show [Chart 7: Examples of natural resources](#), and read through the examples with them.

Highlight that natural resources need to be used wisely and with care, so that minimum damage is caused to the environment. Remind the participants of the session on pollution in the previous training, which highlighted the results of not using resources well.

## activity 02

**Time**  
15 minutes

### Categories of natural resources

Divide the participants into groups of five. Show [Chart 8: Categorising natural resources](#) and point out the headings. Give each group [Materials 2: Natural resources](#), and ask them to decide under which heading each natural resource in Materials 2 goes. Move around the room, checking on their work.

Bring the whole class together. Go through each category in turn asking volunteers to say their answers. Tape the natural resources in the column as they speak. Check for agreement. 'Park' any answers where there is disagreement and discuss at the end of the activity. Guide them to the answers:

Animal: honey, milk, leather, goat, chicken

Plant: gourd, twine, cotton, tomatoes, watermelon, rubber, palm oil, pepper, millet, paper, wood

Mineral: gold, tin, aluminium, emerald, salt, crude oil.

Ask if there are any resources that they could not place. (water, sunlight and air) Explain that these are 'universal' resources on which all life on earth depends.

## activity 03

**Time**  
15 minutes

### Uses of natural resources

Show [Chart 9: Uses of natural resources](#). Explain that the chart shows the products obtained from one of the natural resources. Read through the chart with them.

Explain that they will work in their groups and make a similar chart with one resource from the previous activity. Give each group [flip chart paper](#) and [markers](#). Tell them that, if they finish early, they can make another chart with a second resource. Move around the room while they are working, helping where necessary.

When they have finished, ask the groups to tape their charts on the wall, and ask the class to go around and look at the other groups' charts.



# activity

## 04

**Time**  
15 minutes

**Animal, plant, mineral  
game**

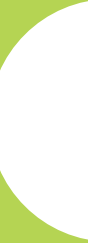
Explain that you will play a game. Take a natural resource card from Materials 2: Natural resources, without showing the card to the participants. Tell them that they have to guess the word on the card. Explain that they can only ask 'closed questions' and you can only answer yes or no.

Play a couple of rounds with the whole class, then ask them to play in their groups. Move around the room, helping where necessary.

Bring the whole class together. Tell them that they can play this game with their pupils whenever there are a few minutes to spare or a few minutes that needs to be filled productively.

### Summary

Remind the participants that all life on earth depends on how wisely we use our natural environment and the resources that we get from it. Ask them to think of issues relating to the use of natural resources in their own lives and in Nigeria.



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# Session 5

## 3—4pm

# Teaching Hausa



### Learning outcomes

By the end of this session, the participants will be able to:

**demonstrate how to structure and write informal letters**



### Materials

Flip chart paper or chalkboard, markers

Chart 10:  
Dan aike

Handouts 3—5:  
Sample letters  
(one for each participant)

A4 paper  
(one piece for each participant)

# Session 5

## 3—4pm

# Teaching Hausa

## activity 01

**Time**  
20 minutes

**Structure of an  
informal letter  
(sakakkiyar wasika)**

### Note to facilitators

There is an accepted structure as to how a letter should be laid out on the page. A letter should contain the address of the sender, written in the top right-hand corner of the page (see examples).

This is followed by a salutation or greeting (Dear Habib, Hello), followed by the recipient's name and a comma. Next comes the main body of the letter.

To end the letter, there is a closing phrase also followed by a comma and the sender's signature. When writing to a very close friend or relative, you can omit the sender's address unless it has recently changed.

Informal letters share personal and family news, recognise special occasions and offer congratulations, sympathy and thanks.

Show [Chart 10: Dan aike](#).

Sing the song, then invite the participants to join in and sing it a few times so that participants become familiar with the words and the tune.

Tell the participants that in this session they will look at writing informal letters. Give each participant [Handout 3—5: Sample letters](#). Explain that the letters illustrate an informal letter from a son to his mother (iyaye), a letter from a man to his cousin (dan uwa), and a letter to a friend (abokai).

Before reading the letters, point out the layout and where the address, the greeting, the main message, the farewell and the writer's signature should go.

Tell them that informal letters have their own types of wordings and greetings. Explain in Hausa as follows:

Kafin a shiga 'wasika',  
ana so a yi gaisuwa misali.

Yaya aikace-aikace?  
Ina fatan kuna nan lafiya.

Ina mika gaisuwata a gareku.

Gaisuwa mai tarin yawa a  
geneku da fetan alheri.

Bayan gaisuwa mai yawa  
da so da kauna.

Daga karshe ana son in an  
gama fadin sako, Kammala  
da kalmomin rufewa, misali;  
Ni ne naka; Ni ce taki.

Ask the participants to read the letters. Then ask if there are any questions.

# Wrap-up

## 4— 4.15pm

## activity 02

**Time**  
40 minutes

**Writing a letter**  
(yadda ake rubuta wasika)

Give each participant a piece of [A4 paper](#). Tell them that they will write a letter in Hausa. Tell them to decide who to write the letter to and what they will say, and to make it as interesting as they can. Move around the room while they are working, checking on the layout of their letters and helping where necessary.

When they have finished writing, ask them to exchange their letters with a partner, then read their partner's letter and give feedback.

### Summary

Bring the whole class together. Ask volunteers to describe the layout of an informal letter. Check for agreement. As if there are any questions.

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. Ask a volunteer to lead the class in a closing prayer.

# Training Module 14

## Day 1

### 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.



# chart 01

## Timetable module 14



### Day 1

**Session 1:**  
**9.30—10.30am**  
Reconnecting/  
Sharing experiences

**Session 2:**  
**10.30—11.30am**  
Teaching Maths

Tea break  
11.30—12pm

**Session 3:**  
**12—1pm**  
Teaching English

Lunch  
1—2pm

**Session 4:**  
**2—3pm**  
Teaching Social  
Studies

**Session 5:**  
**3—4pm**  
Teaching Hausa

Wrap up  
4—4.15pm



### Day 2

**Session 1:**  
**9.30—10.30am**  
Teaching Maths

**Session 2:**  
**10.30—12pm**  
Teaching Hausa

Tea break  
12—12.30pm

**Session 3:**  
**12.30—1pm**  
Teaching Social  
Studies

Lunch  
1—2pm

**Session 4:**  
**2—3pm**  
Teaching English

Wrap up  
3—4pm



### Day 3

**Session 1:**  
**9.30—10.30am**  
Teaching Maths

**Session 2:**  
**10.30—11.30am**  
Teaching Social  
Studies

Tea break  
11.30—12pm

**Session 3:**  
**12—1pm**  
Teaching Hausa

Lunch  
1—2pm

**Session 4:**  
**2—3pm**  
Teaching English

Wrap up  
3—4pm

## Numerator and denominator poem

N for numerator,

N for on top,

F for fractions,

That never stop!

Starts with N

On the top,

N for numerator,

N for on top!

D for denominator,

D for down,

F for fractions,

All around!

Starts with D,

Near the ground,

D for denominator,

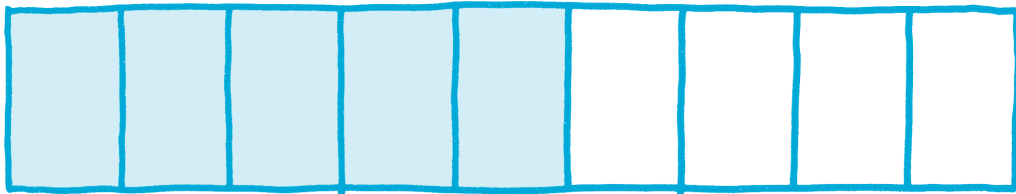
D for down!

# chart

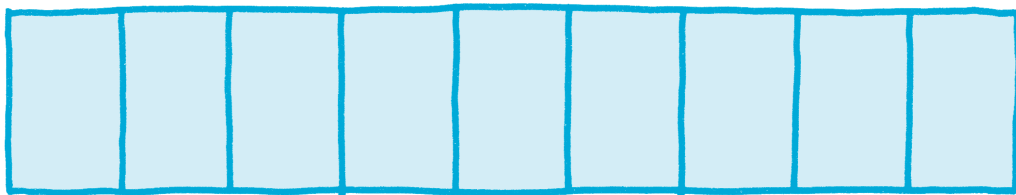
## 03

### Proper and improper mixed fractions

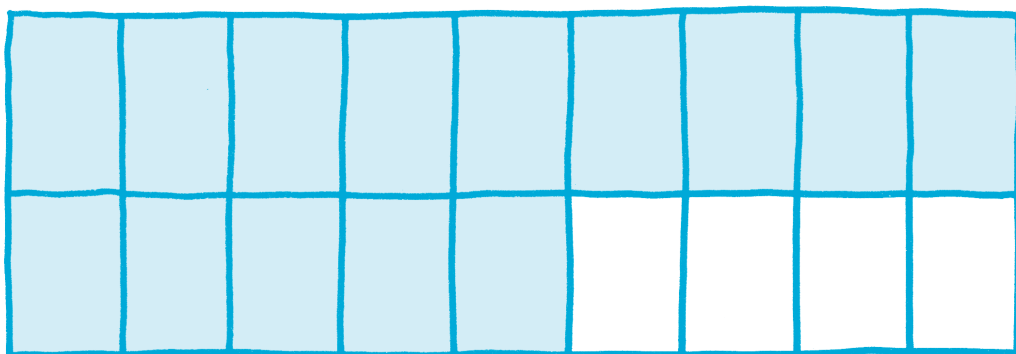
Farm 1



Farm 2



Farms 1 and 2



### Improper fraction poem

When the numerator's  
Larger than the denominator,  
When the top number's  
Larger than the one below,

It's an improper fraction,  
An improper fraction.  
It has more pieces and parts  
Than a whole.

$5/4$ ,  $9/8$  and  $6/6$  improper,  
That's how these fractions go.  
 $4/3$ ,  $6/5$  and  $2/2$  improper,  
The top number's larger than the one below.

When the numerator's  
Larger than the denominator,  
When the top number's  
Larger than the one below,

Its an improper fraction,  
An improper fraction,  
When the numerator's larger  
Than the denominator below.

They're so improper!

# chart 05

## Types of fraction

### Proper fractions

The top number (numerator) is smaller than the bottom number (denominator), for example:

$$1/3, 4/5, 2/7$$

### Improper fractions

The top number (numerator) is greater than or equal to the bottom number (denominator), for example:

$$4/3, 11/4, 9/9$$

### Mixed fractions

There is a whole number (unit) and a proper fraction together, for example:

$$1\frac{2}{5}, 2\frac{5}{6}, 6\frac{1}{2}$$

# chart

## 06

### Converting fractions

Question	1	2	3	4
Improper or proper fraction?	$\frac{10}{3}$	$1\frac{7}{8}$	$\frac{13}{8}$	$2\frac{1}{6}$
Change improper to proper (mixed) fraction				
Change proper (mixed) fraction to improper				

# materials

## 01

**Note to facilitators**  
Write each word below on a  
separate piece of paper.

### Personal pronouns

#### Subject pronouns

she

he

we

they

#### Object pronouns

her

him

us

them



# handout

## 01

### Types of pronoun

Personal	Possessive	Relative	Reflexive
<p>Personal pronouns replace common or proper nouns, for example: He is playing.</p> <p>I you he she it we they me him her us them</p>	<p>Possessive pronouns show ownership, for example: This book is hers.</p> <p>mine yours his hers its ours theirs</p>	<p>Relative pronouns refer to nouns or pronouns used previously, for example: Fatima is the woman who built this house.</p> <p>who whose that which</p>	<p>Reflexive pronouns are used when the object of the sentence is the same as its subject, for example: I did not want to hurt myself.</p> <p>myself yourself himself herself itself ourselves yourselves themselves</p>

# handout

## 02

### Pronoun practice

**A** Fill in the gaps with 'I' or 'me'

My sister walked beside ① \_\_\_\_\_ to school today. Everyone is happy for ② \_\_\_\_\_ now that I am in this class. ③ \_\_\_\_\_ brought my book and my pencil with ④ \_\_\_\_\_. Today ⑤ \_\_\_\_\_ can sit with my friends and they will help ⑥ \_\_\_\_\_ to learn all the lessons. ⑦ \_\_\_\_\_ like my teacher. She helps ⑧ \_\_\_\_\_ too.

**B** Fill in the gaps with 'she' or 'her.'

Maymuna finished her reading of the Qur'an. It was time to celebrate with ① \_\_\_\_\_. ② \_\_\_\_\_ had been studying for five years. Abdullahi wrote a Surah Fatiha for ③ \_\_\_\_\_. Mama asked ④ \_\_\_\_\_ to visit the neighbours.

**C** Fill in the gaps with 'he' or 'him'.

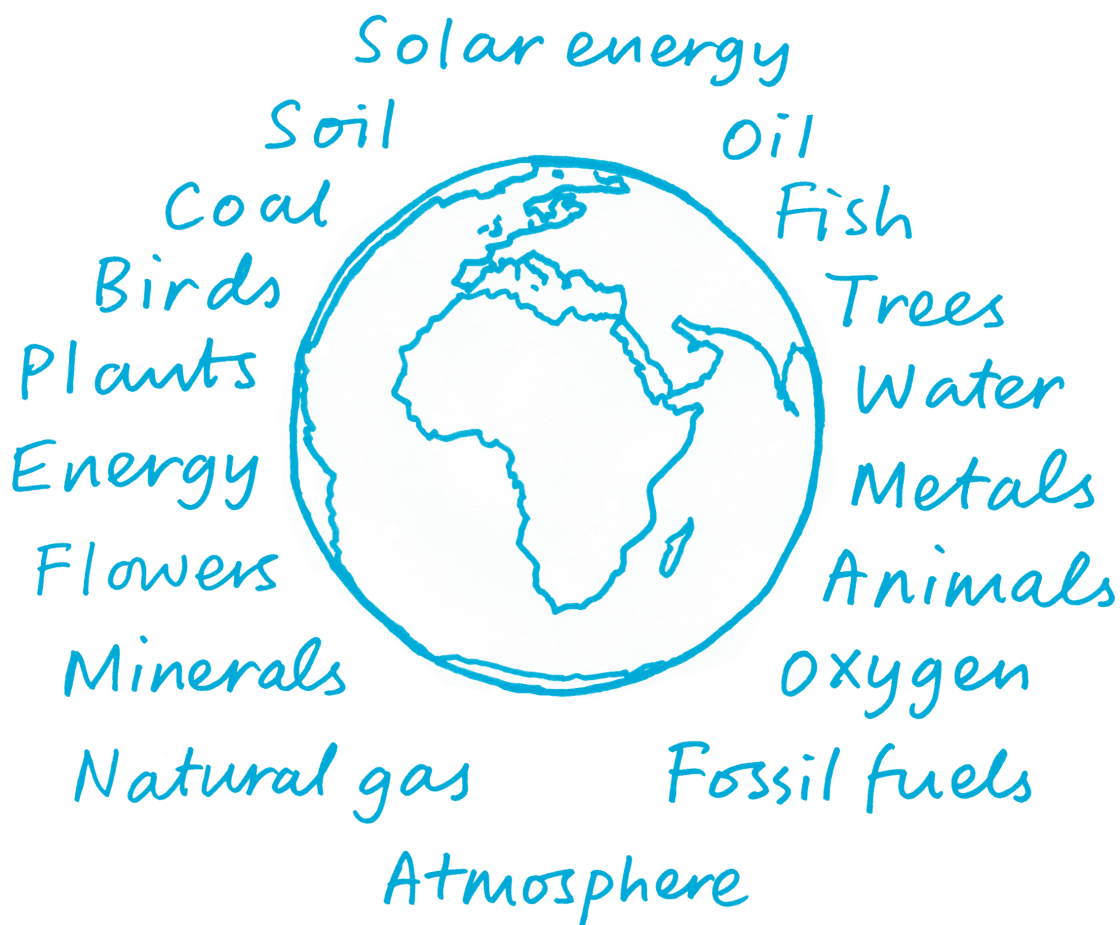
Abdullahi had his razor, his ink, his pen, some paint, some leather and an allo. ① \_\_\_\_\_ made a beautiful border. It took ② \_\_\_\_\_ a long time to paint the border in red and green. ③ \_\_\_\_\_ glued leather around the edge of the allo. His pen needed to be sharpened so ④ \_\_\_\_\_ used the razor he had with ⑤ \_\_\_\_\_. When ⑥ \_\_\_\_\_ had finished writing Surah Fatiha, ⑦ \_\_\_\_\_ called Maymuna to come to ⑧ \_\_\_\_\_ so she could see it.

**D** Fill in the gaps with 'which' or 'who.'

Mr Ahmed was a farmer ① \_\_\_\_\_ lived in a village. He packed up the bag, ② \_\_\_\_\_ was full of gold. The traders, ③ \_\_\_\_\_ came from Mali, brought cloth ④ \_\_\_\_\_ they sold in Kano.

# chart 07

## Examples of natural resources



# chart

## 08

### Categorising natural resources

Animal	Plant	Mineral

# materials

## 02

**Note to facilitators**  
Write each word on  
a separate piece of paper.  
You will need a set  
of words for each group.

### Natural resources

honey

milk

gourd

twine

cotton

tomatoes

gold

tin

aluminium

emerald

watermelon

leather

rubber

palm oil

pepper

salt

millet

paper

crude oil

goat

chicken

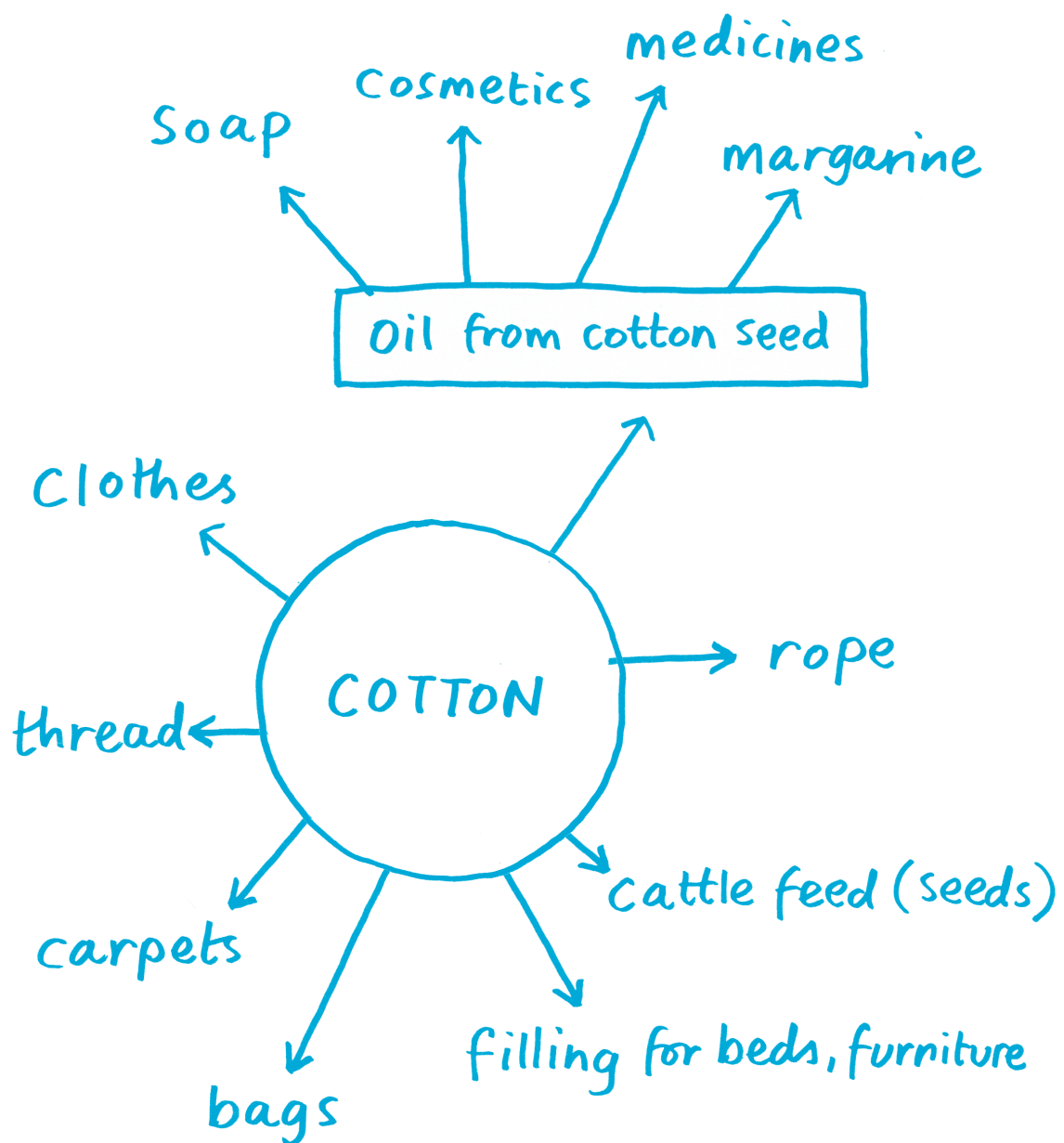
wood

water

sunlight

air

### Uses of natural resources



# chart

## 10

### Dan aike

Ina zan samidan aike

In bashi kudin hayar keke

1 dan ya kai a bashi rake



# handout

## 03

### Sample letter 1

Makarantar Tsangayar Kwaciri  
Karamar Hukumar Fagge  
Jihar Kano  
24 ga Afrilu 2016

Zuwa ga abokina Auwal,

Assalamu alikam. Bayan gaisuwa mai yawa, ina fatan kana lafiya kamar yadda nake anan lafiya.

Dalilin rubuto maka wannan wasika tawa shi ne, don na tambayi lafiyarka. Kasa na kwana biyu ban ji daga gareka ba. Kuma hakika nasan cewa in ba da wani dalila ba, Zai yi wahala a ce ka kwana biyu baka rubuto mini wasika ba. Da fatan dai lafiya?

Akarshe ka isar mini da gaisuwa ta, ga sauran abokanmu, ka kuma fada musu cewa ina nan tafe ba da dadewa ba, da zarar mun yi hutun makaranta.

Ni ne naka,  
Shehu Kabir

# handout

## 04

### Sample letter 2

Makarantar Tsangayar Kwaciri  
Karamar Hukumar Fagge  
Jihar Kano  
24 ga Afrilu 2016

Zuwa ga babana,

Assalamu alikum, Bayan wannan sallama da fatan alheri, ina fatan kuna lafiya kamar yadda nake a nan lafiya.

Bayan haka, dalilin da ya san a rubuto wannan wasika tawa shi ne, don in sananr da kai cewa mun kusa fara jarrabawar Karshen Shekara, wato ta canjin aji. Sabo da haka ne a kullum muna cikin karatan jarrabawa, da fatan za a taya ni da addu'a. Kuma idan an sami wanda zai zo a bashi littafin nana kamus yataho min da shi, domin zai taimaka min kwarai da gaske.

A karshe, ina fatan a isar mini da gaisuwa ta ga duk kan mutanen gida da abokanka.

Ni ne danka,  
Abdu Ado

# handout

## 05

### Sample letter 3

Makarantar Tsagaya Daho,  
Karamar Hukumar Albasu,  
Jihar Kano.  
25 Afilu, 2016

Zuwa ga Kawu,

Assalamu alaikum bayan wannan gaisuwa mai albarka, ina fatan kuna lafiya kamar yadda nake anan lafiya. Da lilin da yasa na rubuto ma wannan wasika shin, don in sanar da kai cewa, da zarar mun yi hutun makaranta Zanzo wajenka hutukamar yadda na yi a baya. Da fatan zaka tanadi zuwa na, nan bada dadewa ba. A karshe, ina miƙa gaisuwata ga duk kan mutanen gida, musamman su inna da goggo, da sauransu.

Ni ne danka,  
Habu Garba

**esspin**

Education Sector  
Support Programme  
in Nigeria



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Jide Adeniyi-jones

**Illustration**

Sam Piyasena