Training Module 14 Day 2

Session notes for IQTE trainers

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Day 1	Day 2	Day 3
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Wrap up 4—4.15pm		

To make:	**To collect:**
Maths problems: simple addition, subtraction, multi-plication, division for mental Maths	Tree branch with real or paper leaves
Card axe: cut out an axe shape from card	

Session 1: Materials/Charts/ Handouts	**Session 2: Materials/Charts/ Handouts**	**Session 3: Materials/Charts/ Handouts**	**Session 4: Materials/Charts/ Handouts**
Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers
Maths problems	Handouts 2—4: Wasan kwaikwayo (one for each participant)	Materials 1: Role play (four or five copies)	Handouts 5—7: Reading passages (one for each participant)
Chart 1: Decimal fractions		A4 paper (one piece for each group)	
Chart 2: Converting fractions to decimals		Chart 5: Reasons to conserve natural resources	
Chart 3: The decimal system		Tree branch	
Chart 4: Place value		Card axe	
Handout 1: Decimal fraction practice (one for each participant)			

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Session 1
9.30—10.30am

Teaching Maths

Learning outcomes

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

- **explain how to change common fractions into decimals**
- **show how to break down decimals into units, tenths, hundredths**

Materials

- Flip chart or chalkboard, markers
- Maths problems
- Chart 1: Decimal fractions
- Chart 2: Converting fractions to decimals
- Chart 3: The decimal system
- Chart 4: Place value
- Handout 1: Decimal fraction practice (one for each participant)

Session 1
9.30—10.30am

Teaching Maths

activity 01

Time
25 minutes

Fractions and decimals

Ask a volunteer to lead an opening prayer. Tell the participants that in this session they will look at decimal fractions.

Divide the class into four groups. Tell them that you will start with some quick mental Maths. You will say a simple Maths problem, and the first person to call out the correct answer will get a point for their group. Keep the activity moving quickly.

Show Chart 1: Decimal fractions, and point to diagram a. Ask, 'What fraction of the diagram is shaded?' (4/10) Write '4/10 = 0.4'.

Tell them that we can write 4/10 as 0.4 (nought point four). Explain that 0.4 is a decimal, and that decimal numbers have a decimal point. The number to the right of the decimal point is the decimal fraction. The number to the left of the decimal point is a whole number. The decimal point marks where the whole number ends and the tenths begin.

Ask the participants to work in pairs and decide what fraction of the diagrams b to e on Chart 1 are shaded. Then bring the whole class together and ask volunteers to come out and write their answers. (b 0.3, c 0.6, d 0.8, e 0.5) Check for agreement.

Show Chart 2: Converting fractions to decimals. Point out that the top row shows fractions and the bottom row shows decimals, and that '0/10' = '0.0' and '1/10' = '0.1'.

Ask the participants to copy Chart 2 into their notebooks and convert the fractions in the top row to decimals. Move around the room while they are working, checking for accuracy. Then bring the whole class together and ask volunteers to come out and write the decimals in the bottom row of the chart. (0.2, 0.3, 0.4, 0.5, 0.6, 0.7, 0.8, 0.9, 1.0, 1.1, 1.2)

Tell the participants that the decimal system is based on using 10 as the unit of division. Show Chart 3: The decimal system. Point out that the cake is divided into ten equal pieces. If ten people each have one piece, everyone has one tenth of the cake, which is written as 0.1. Read through the chart, checking for understanding.

activity 02

Time
20 minutes

Place value with decimal numbers

Show Chart 4: Place value. Point out the whole numbers to the left of the decimal point and the decimal fractions to the right of the decimal point. Highlight that the whole numbers get bigger as we move left from the decimal point: from units to tens to hundreds to thousands. The decimals get smaller as we move right from the decimal point: from tenths to hundredths to thousandths.

To clarify, show Chart 3 again. Remind them that each piece of cake is 0.1 of the whole cake. If we divide one piece of cake into 10 pieces, each tiny piece is one hundredth. Write '1/100 = 0.01'.

If we divide the hundredth piece into 10 pieces, each tiny, tiny piece is one thousandth. Write '1/1000 = 0.001'.

To check for understanding, give each participant Handout 1: Decimal fraction practice. Ask them to work in pairs or individually and fill in the answers. Move around the room while they are working, checking on their work and helping where necessary.

Bring the whole class together and ask volunteers to come out and write their answers. Check for agreement. If there is disagreement, 'park' that question until the end of the activity. Guide them to the answers:

1a 0.6
1b 2.8
1c 5.5

2a 0.32
2b 0.95
2c 1.12

3a 1 5.36
3b 74.35
3c 16.89

activity 03

Time
15 minutes

Converting fractions to decimals

Tell the participants that, to convert a fraction to a decimal, we divide the top number (numerator) by the bottom number (the denominator). Take participants through the following example, checking for understanding with each step. Write:

3/8 =

3 ÷ 8 =

$$8\overline{)3.000}\quad 0.375$$

Point out that the answer is taken to three decimal places.

Write the following fractions, and ask the participants to work in pairs and convert them to decimals:

‘5/6’

‘4/9’

When they have finished, take their answers. (0.833, 0.444) Ask volunteers to come out and write their workings out on the flip chart or chalkboard.

Summary

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

To close, point out that there are some fraction/decimal conversions that they should become familiar with. Write them on the flip chart or chalkboard and tell the participants to write them in their notebooks:

‘1/2 = 0.5’

‘1/4 = 0.25’

‘3/4 = 0.75’

‘1/3 = 0.33’

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Session 2
10.30—11.30am

Teaching Hausa

Learning outcomes

By the end of this session, the participants will:

- **be able to read examples of wasan kwaikwayo to bring out the meaning**
- **be able to recognise the importance of pre-reading and preparation for oral reading**
- **have role played a number of wasan kwaikwayo**

Materials

Flip chart or chalkboard, markers

Handouts 2—4: Wasan kwaikwayo (one for each participant)

Session 2
10.30—11.30am

Teaching Hausa

activity 01

Time
15 minutes

Wasannin kwaikwayo

Divide the participants into six groups. Tell them that in this session they will look at 'wasannin kwaikwayo' (drama). Ask:

'What do you understand by "wasannin kwaikwayo"?'

'What is the importance of "wasannin kwaikwayo" in Hausa culture?'

'What different forms of "wasannin kwaikwayo" do you find in Hausa culture?'

Tell them to discuss the questions in their groups. Ask the groups to choose a recorder, who will write down their ideas. Give them five minutes for this task. Then bring the whole class together and take their ideas.

activity 02

Time
10 minutes

Reading aloud

Give each participant Handouts 2—4: Wasan kwaikwayo. Without giving any time for preparation, ask one or two volunteers to read aloud a different piece from the handout.

Ask the volunteers how well they felt the reading went, then ask the rest of the class for their comments. Point out the main problems that you noticed. Highlight the importance of preparation and pre-reading before reading something in public.

activity 03

Time
35 minutes

Role play

Divide the class into groups of six. Tell them that they will work in their groups and practise acting out three of the dramas on Handouts 2—4. Ask them to choose which dramas they will act out and who will play the parts: everyone in the group should play a part.

Tell them that they will have 15 minutes to practise, then they will present their dramas to the class. Move around the room while they are practicing, helping where necessary. Then bring the whole class together and ask each group in turn to present their dramas.

When they have finished their presentations, ask, 'What did you like about practising and presenting the dramas?' 'What did you learn?'

Summary

Highlight the importance of preparation and the skills needed when speaking and presenting to an audience, for example: pre-reading and understanding the text, rehearsing, speaking clearly and using actions. Ask if there are any comments or questions.

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Session 3
12—1pm

Teaching Social Studies

Learning outcomes

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

- **explain what is meant by conservation**
- **state reasons for conserving our natural resources**
- **explain what happens if we do not conserve natural resources**

Materials

- Flip chart or chalkboard, markers
- Materials 1: Role play
- A4 paper (one piece for each group)
- Chart 5: Reasons to conserve natural resources
- Tree branch
- Card axe

Session 3
12—1pm

Teaching Social Studies

activity 01

Time
15 minutes

Conserving natural resources

Note to facilitators

You will need four or five participants to practise Materials 1: Role play during the lunch break. They will present the role play during Activity 2.

Remind the participants of yesterday's session on natural resources. Ask them to say a few natural resources. Then ask, 'Why are natural resources important to us?' 'Why is it important how we use them?'

Ask, 'Does anyone know the word "conservation"?' If they do, ask them to define 'conservation' then summarise by writing this definition:

'Conservation is the careful use, management and protection of natural resources to prevent their loss'.

Tell the participants that in this session they will look at conservation. Divide the class into groups. Ask, 'What are the reasons for conserving natural resources?' Ask them to discuss the question in their groups and write a list of reasons. Give each group a piece of A4 paper. Give them five minutes for this task.

Bring the whole class together and ask the groups to say their reasons. The co-facilitator writes their reasons on the flip chart or chalkboard. Tell them not to repeat reasons given by other groups. Then show Chart 5: Reasons to conserve natural resources and read through the list to check that they have included all the points.

activity 02

Time
15 minutes

Role play on conservation of trees

Ask the participants who have prepared the role play to present it to the class. Give the 'tree' the tree branch and the 'tree chopper' the card axe.

After the role play, ask:

'What is the role play telling us?'

'What is happening to trees in your environment?'

'What does it mean for the future if people chop down trees?'

activity 03

Time
15 minutes

Renewable and non-renewable resources

Explain that earth's resources can be divided into renewable and non-renewable resources. Non-renewable resources cannot be replaced when they have been used, while renewable resources can be reproduced, grown or generated.

Write on the flip chart or chalkboard the headings:

'Renewable' 'Non-renewable'.

Ask volunteers to say different renewable and non-renewable resources. Write their answers under one of the two headings. (Possible answers are: renewable – forests, water, soil, solar energy, wind energy; non-renewable – gas, oil, coal, iron.)

Ask, 'Why it is important to try and increase the use of renewable energy in Nigeria?' 'What are the benefits?' Take their ideas. Then ask, 'What disadvantages or challenges with using renewable energy can you think of?' Take their ideas.

activity 04

Time
15 minutes

Creating a conservation activity

Tell the participants to work in pairs and create an activity for their classes on the importance of preserving water or conserving farm land. Ask them to write their plan in their notebooks and to include the objectives and activities. Move around the room while they are working, checking on their work and helping where necessary.

Summary

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

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Session 4
2—3pm

Teaching English

Learning outcomes

By the end of this session, the participants will:

be able to explain how to improve pupils' reading comprehension

have created a reading comprehension activity

Materials

Flip chart or chalkboard, markers

Handouts 5—7: Reading passages (one for each participant)

Session 4
2—3pm

Teaching English

activity 01

Time
30 minutes

Reading for understanding

Note to facilitators

Pupils will need a lot of practice in reading to develop understanding. In environments where there is little reading material and where reading is not common, it is difficult to build pupils' comprehension skills. It is therefore important for you as a facilitator to encourage the participants to make use of any available reading material, for example: their own writing, the pupils' written work, the text on packaging, newspaper cuttings, pamphlets, posters, and whatever is on hand.

Tell the participants that in this session they will look at reading for understanding (comprehension). Explain that reading without understanding is not reading. Point out that many children can chant and pronounce words well, but when asked to explain what they have read, they are unable to say. Although they may score highly in reading rate or fluency, they are not really good readers.

Ask, 'What criteria would you use in choosing reading materials for your pupils?' Tell them to work in pairs and to brainstorm their ideas. Give them five minutes for this task.

Bring the whole class together and take their answers. The co-facilitator writes their answers on the flip chart or chalkboard. (Possible answers are that the reading materials are relevant and appropriate to: the pupils' prior knowledge and understanding, the pupils' environment and lives, the culture, the age of the pupils, the curriculum.)

Highlight that the key point is that the reading materials should match the pupils' prior knowledge and understanding. Therefore, teachers need to monitor pupils closely to check what they understand and do not understand in their reading.

Tell the participants that one way of monitoring pupils' understanding is through a comprehension activity. You will now lead them through a comprehension activity. They will participate as pupils.

activity 02

Give each participant Handout 5: Reading passage 1. Tell them that you will read the story aloud and they will then answer questions on the story. (If you want to check on the fluency of the participants' reading, a variation is to read the story once, then go through it again with the participants reading a sentence in turn.)

When you have read the story, ask a volunteer to read aloud the first question and another volunteer to answer. Check for agreement. Continue with each question in turn. Finally, ask one or two volunteers to summarise the story.

Time
30 minutes

Creating a reading comprehension activity

Tell the participants that they will now create their own reading comprehension activity. Give each participant Handouts 6—7: Reading passages. Tell them to choose one of the passages and write a comprehension activity and comprehension questions for it. They can work individually or in pairs. Move around the room, checking on their work and helping where necessary.

When they have finished writing their activity, ask one or two volunteers to demonstrate their activity to the class.

Summary

Highlight that they as teachers need to closely monitor children in reading for understanding, and that this often means working with children individually, hearing them read, and questioning them on what they have read. Explain that they can also help children monitor their own reading by encouraging them to ask for help when they do not understand something. Asking children to summarise and visualise what they read also helps understanding, as does helping children to see the structure of a story or reading passage.

Wrap-up 3—4pm

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.

Go back to any questions that you have 'parked' during the day and answer them. Allow the participants time to finish off work and prepare materials. Move around the room, giving support where necessary.

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

Training Module 14 Day 2

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

Decimal fractions

(a)

(b)

(c)

(d)

(e)

chart 02

Converting fractions to decimals

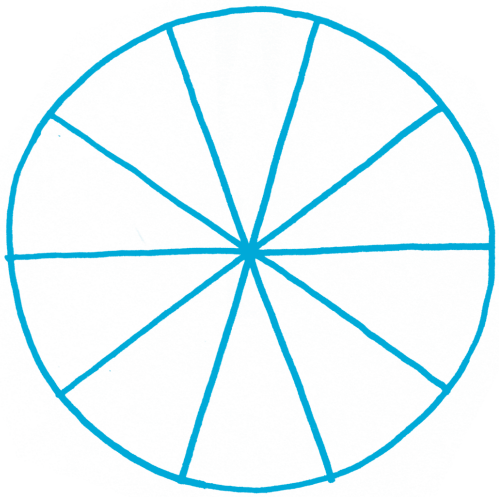
0/10	1/10	2/10	3/10	4/10	5/10	6/10	7/10	8/10	9/10	10/10	11/10	12/10
0.0	0.1											

chart 03

The decimal system

One whole cake divided into 10 pieces

one piece = 1/10 = 0.1



If you eat 1 piece of cake, you have eaten 0.1 of the whole cake.

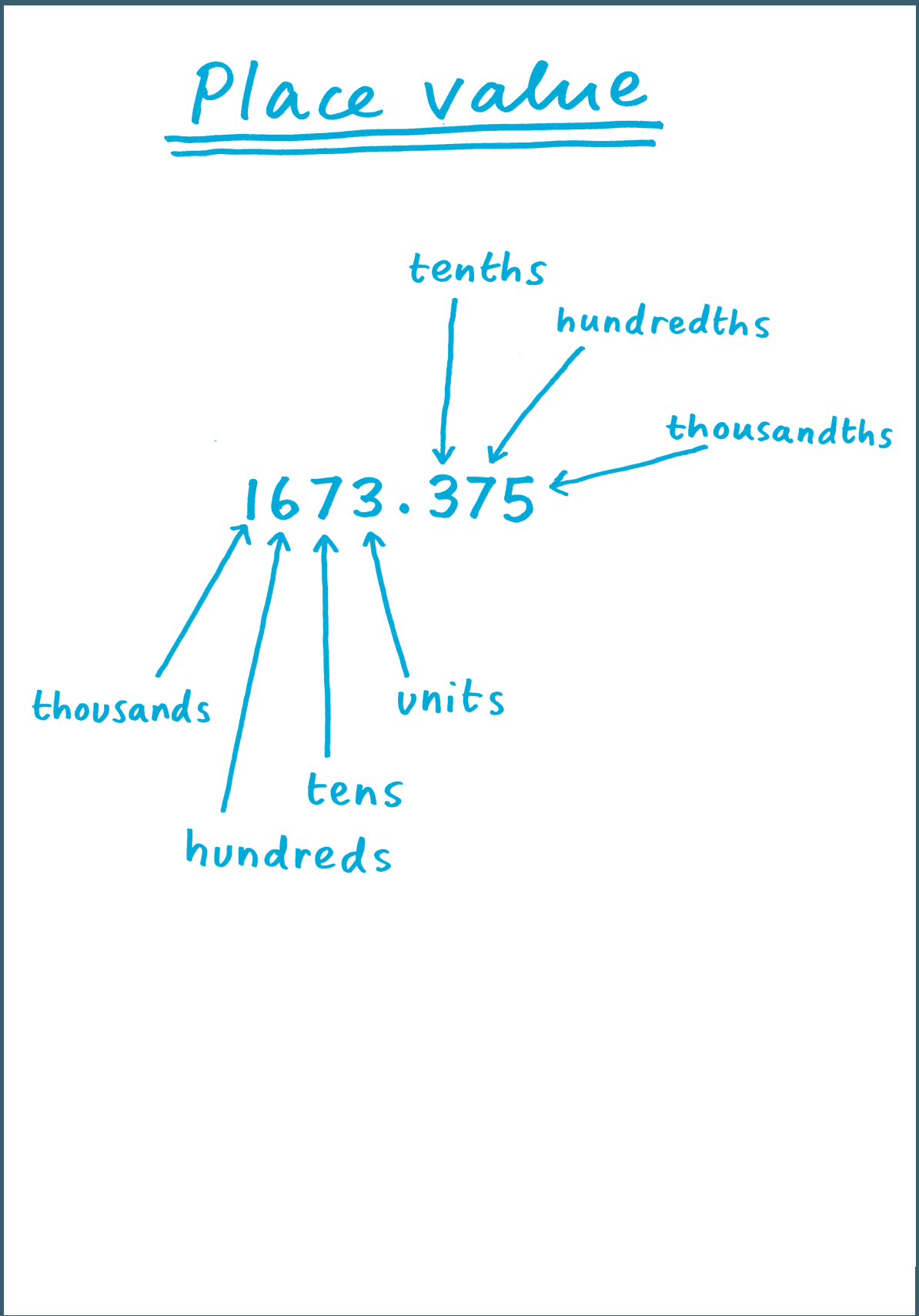
If you eat 2 pieces, you have eaten 0.2 of the whole cake.

If you eat 9 pieces, you have eaten 0.9 of the whole cake.

If you eat 10 pieces, you have eaten 1 whole cake.

Note that, after 0.9 the next number is 1.0 (one whole unit).

chart 04


Place value
tenths
hundredths
thousandths
1673.375
thousands
hundreds
tens
units

handout 01

Decimal fraction practice

1. Write as a decimal fraction:
   a) six-tenths
   b) two and eight-tenths
   c) five and five-tenths

2. Write as a decimal fraction:
   a) 32/100
   b) 95/100
   c) 112/100

3. Write as a decimal fraction:
   a) 5 units, 3 tenths and 6 hundredths
   b) 7 tens, 4 units, 3 tenths and 5 hundredths
   c) 1 ten, 6 units, 8 tenths and 9 hundredths

handout 02

Wasan kwaikwayo 1

A

Kwan fakara
Yarfakara fakara!
Fakara!
Kwan fakara Nawa?
Goma ne!
Kai! Yo nawa ne?
Day ne!
Ke! To nawa ne?
Biyu ne!
Kai!
To nawa ne?
Uku ne

B

Ga wali zai tashi
Amshi: Kar ka tashi!
Wali: Zan tashi.
Amshi: Kar Ka tashi wali!

C

Mai kiriniya
Yara: Mai kiriniya
Kiriniya: Iye
Yara: Way a sa ka ne?
Kiriniya: Oho!

handout 03

Wasan kwaikwayo 2

D A sha ruwa

Waka : A sha ruwa malam a sha ruwa lafiya
Amshi : A sha ruwa
Waka : Masu gidan nan bacci kuke ko sallah?
Amshi : A sha ruwa.
Waka : Idan sallah ce kuke ibadar Allah.
Amshi : A sha ruwa
Waka : Na yi mafarki inna tana aljanna
Amshi : A sha ruwa
Waka : Suna aljanna akan kujerar karfe
Amshi : A sha ruwa

E Danda dokin kara

Waka : Assalmu alaikum kunyi bako.
Amshi : Ga danda dokin kara.
Waka : Masu gidan nan kun yi bako.
Amshi : Ga danda dokin kara.
Waka : Sai ku ban kaji bakwai dakuwale.
Amshi : Ga danda dokin kara.
Waka : Da goro fararen nan na gwanja
Amshi : Ga danda dokin kara.
Waka : Da ruwa da ciyawa bai wa danda.
Amshi : Ga danda dokin kara.
Waka : Doki na kara, irdin itace
Amshi : Ga danda dokin kara.
Waka : Ku ba ni wuri in sukwani danda.
Amshi : Ga danda dokin kara.

handout 04

Wasan kwaikwayo 3

F A sha ruwa

Waka : A sha ruwa malam asha ruwa lafiyah.
Amshi : A sha ruwa
Waka : Masu gidan nan bacci kuke ko sallah?
Amshi : A sha ruwa
Waka : Idan sallah ce kuke ibadar Allah.
Amshi : A sha ruwa
Waka : Na yi mafarki inna tanna aljanna
Amshi : A sha ruwa
Waka : Suna aljanna a kan kujerar karfe
Amshi : A sha ruwa

G Ga mai rama ga Dandu

Jagora : Ga mai rama ga Dandu
Amshi : Ga mai rama ga Dandu.
Jagora : Ga mai ramarmu sharifiya.
Amshi : Ga mai rama ga Dandu.
Jagora : Don Allah ki bas hi tuwo yaci
Amshi : Ga mai rama ga Dandu
Jagora : Don Allah ki bas hi ruwa yasha

materials 01

Role play

The roles

The tree
The tree chopper
Three or four community members

The story

The 'tree' stands still, holding a tree branch to depict a real tree. The tree chopper moves towards the tree and starts to chop down the tree with the hard axe.

The tree begins to cry and begs to be allowed to live for the benefits it gives to people.

The tree says, 'I give you shade, herbs for medicine, fruit, fresh air and many other things. If you cut me down and you're sick, there will be no medicine for you. You will have no shade when it is hot. You will not have my fruit to eat when you're hungry. You will not have fresh air to breathe. My benefits to you are huge! Let me live!'

The community members move forward and quickly stop the man from cutting the tree down, saying that we people benefit from this tree and all the other trees around.

chart 05

Reasons to conserve resources

- To maintain a balance in nature
- For future generations
- To maintain sources of energy
- For health and the making of medicines
- To enable us to have clean water
- To maintain the air that we breathe
- For economic reasons
- To give us food
- To give us resources to build our homes
- To prevent conflict and wars over resources
- To prevent migration of people from their homelands

handout 05

Reading passage 1

Old Marianna

There was an old woman whose name was Marianna.

This was the millet Marianna planted in her garden.

This is the goat that ate the millet that old Marianna planted in her garden.

This is the lion that killed the goat that ate the millet that old Marianna planted in her garden.

This is the elephant that fought with the lion that killed the goat that ate the millet that old Marianna planted in her garden.

This is the hunter who shot the elephant that fought with the lion that killed the goat that ate the millet that old Marianna planted in her garden.

And this is the mother of the girl who loved the hunter who shot the elephant that fought with the lion that killed the goat that ate the millet that old Marianna planted in her garden.

And do you know the name of the girl's mother? Why, it's old Marianna who planted the millet in her garden.

Questions

- What did Marianna plant in her garden?
- Who ate the millet?
- Which animal killed the goat?
- Which animal did the hunter shoot?
- Who was the girl's mother?

handout 06

Reading passage 2

Adamu

Adamu visited his grandfather's farm during the holidays.

'Do you have lots of animals, grandfather?' Adamu asked.

'No, Adamu, I haven't got lots of animals. This is a cotton farm. I grow cotton to sell,' the grandfather said.

'How do you grow cotton?' Adamu asked.

'First, I clear and dig the land. Then I plant the seeds. After a few weeks the plants start to grow. When the plants are big, flowers grow. When the flowers die, the cotton boll forms.'

'Do you pick the cotton boll?' asked Adamu.

'Yes, I do. I pick the cotton bolls and send them to the gin,' answered the grandfather.

'What's the gin?' asked Adamu.

'Its a place where they have a machine to take the cotton seed from the boll. Then you can make cotton thread from the boll and make cloth with the thread.'

handout 07

Reading passage 3

Kabiru

Kabiru Idris is a 15-year-old boy who was born in Baci village in Bagwai local government in Kano State. His father, Malam Idris, brought him to Malam Nasiru who operates a Tsangaya school in Albasu town in Albasu local government area in Kano State.

Kabiru is one of the few Tsangaya students who have never seen the walls of the formal school. He is a lucky boy. His school was chosen to participate in Kano's new basic education programme. Kabiru is one of those serious pupils who has shown great interest and commitment since the beginning of the programme. He has always been enthusiastic and punctual and he participates actively. His teacher Mustapha Hassan, says good things about him.

A researcher named Hannah, who is from the UK and who was on an observation visit, developed an interest in Kabiru's performance and wanted to help him. Since then, Kabiru has received support from her, which led to his success as he mainstreamed into a formal school. He is now in the Government Junior Secondary School (GJSS) Albasu. We pray that he continues to succeed in this upper level of education.

The district head of Albasu has interest in the progress of his community. He monitors all the programmes designed to improve his district. He often comes to observe the literacy and numeracy programme in the Tsangaya and Islamiyya schools. These visits encourage both the pupils and the teachers. He feels happy to hear that Kabiru has gone to GJSS.

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