

Training Module 15

Day 3

Session notes for IQTE trainers



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Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting/ Sharing experiences	Session 1: 9.30—10.30am Teaching Maths	Session 1: 9.30—10.30am Teaching Maths
Session 2: 10.30—11.30am Teaching Maths	Session 2: 10.30—12pm Teaching English	Session 2: 10.30—11.30am Teaching English
Tea break 11.30—12pm	Tea break 12—12.30pm	Tea break 11.30—12pm
Session 3: 12—1pm Teaching English	Session 3: 12.30—1pm Teaching Social Studies	Session 3: 12—1pm Teaching Social Studies
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 4: 2—3pm Teaching Social Studies	Session 4: 2—3pm Teaching Hausa	Session 4: 2—3pm Teaching Hausa
Session 5: 3—4pm Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

To make:

Maths problems:
simple one- and two-
digit addition
and subtraction for
mental Maths

Session 1: Materials/Charts/ Handouts	Session 2: Materials/Charts/ Handouts	Session 3: Materials/Charts/ Handouts	Session 4: Materials/Charts/ Handouts
Flip chart paper or chalkboard, markers	Flip chart paper or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart paper or chalkboard, markers
Maths problems	Chart 5: Word meanings		Chart 6: Organisation of tashe
Chart: Place value (from Day 1)	Materials 1: Finding synonym friends (one word for each participant)		Handout 5: Types of tashe (one for each group)
Chart 1: Adding large numbers	Handout 3: Synonym search (one for each pair)		
Handout 1: Squared paper (one for each participant)	Materials 2: Matching antonyms (one set for each group)		
Handout 2: Adding and subtracting exercises (one for each participant)	Handout 4: Find the homonym (one for each participant)		
Chart 2: Subtracting large numbers			
Chart 3: Adding and subtracting decimals			
Chart 4: Adding and subtracting mixed numbers			

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Wrap up 4—4.15pm		

Session 1

9.30—10.30am

Teaching Maths



Learning outcomes

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

add and subtract whole numbers with three or more digits

add and subtract decimals

add and subtract mixed numbers



Materials

Flip chart paper or chalkboard, markers

Maths problems

Chart:
Place value
(from Day 1)

Chart 1:
Adding large numbers

Handout 1:
Squared paper
(one for each participant)

Handout 2:
Adding and subtracting
exercises
(one for each participant)

Chart 2:
Subtracting large numbers

Chart 3:
Adding and subtracting
decimals

Chart 4:
Adding and subtracting
mixed numbers

Session 1

9.30—10.30am

Teaching Maths

activity 01

Time
25 minutes

Addition and subtraction of whole numbers

Ask a volunteer to lead an opening prayer.

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

Tell them that today they will look at more difficult examples of addition and subtraction. Explain that, when we add or subtract big numbers, it is very important to write the digits in the right place or the sum will be wrong. Remind them that they looked at place value on Day 1. Show [Chart: Place value](#). Using the chart, point out how to line up the digits correctly.

1 Adding large numbers

Show [Chart 1: Adding large numbers](#). Go through the addition problem with them, checking for understanding with each step.

Give each participant [Handout 1: Squared paper](#). Tell them that they will do some addition problems, and using the squared paper will help them to line up the digits correctly. Remind them to always line up the numbers from right to left and to work from right to left as in the example in Chart 1.

Give each participant [Handout 2: Adding and subtracting exercises](#). Tell them to work through the addition problems in Question 1 of the handout and to write their answers on Handout 1. Move around the room, checking their work. Then take their answers. Check for agreement. (a 13,455, b 783, c 8,266, d 101,879)

activity

02

2 Subtracting large numbers

Explain that for larger subtraction sums we also need to line up the numbers starting from the right. Show [Chart 2: Subtracting large numbers](#). Go through the subtraction problem with them, checking for understanding with each step.

Then tell them to work through the subtraction problems in Question 2 on Handout 2 and to write their answers on Handout 1. Move around the room, checking their work. Then take their answers. Check for agreement. (a 1,221, b 2,250, c 5,176, d 7,695)

Time
15 minutes

Adding and subtracting decimals

Explain that adding and subtracting decimals follows the same steps as adding and subtracting whole numbers, but we need to line up decimals around the decimal point. Show [Chart 3: Adding and subtracting decimals](#).

Go through the addition and subtraction problems with them, checking for understanding with each step.

Then tell them to work through the decimal problems in Question 3 on Handout 2 and to write their answers on Handout 1. Move around the room, checking their work. Then take their answers. Check for agreement. (a 21.14, b 30.53, c 58.25, d 14.44)

activity

03

Time
20 minutes

Adding and subtracting mixed numbers

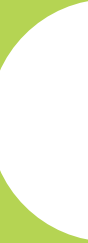
Tell the participants that they will now look at adding and subtracting mixed numbers. Show [Chart 4: Adding and subtracting mixed numbers](#). Go through the mixed number problem with them, checking for understanding with each step.

Then tell them to work through the mixed number problems in Question 4 on Handout 2 and to write their answers on Handout 1. Move around the room, checking their work. Then take their answers. Check for agreement. (a $2\frac{3}{16}$, b $8\frac{1}{2}$, c $11\frac{11}{12}$, d $3\frac{11}{12}$)

Summary

There is a lot to cover in this session and for the participants to understand. If you have not had time to cover all the teaching points, do what you have not covered in the Wrap up/Finishing off session.

Remind them of the main points of the session and ask if there are any questions. Write any unanswered questions on the 'Parking lot' poster and answer them in the Wrap up/Finishing off session.



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Wrap up 4—4.15pm		

Session 2

10.30—11.30am

Teaching English



Learning outcomes

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

identify relationships between words: synonyms, antonyms, homonyms, homophones

use activities to teach synonyms, antonyms, homonyms, homophones



Materials

Flip chart paper or chalkboard, markers

Chart 5:
Word meanings

Materials 1:
Finding synonym friends
(one word for each participant)

Handout 3:
Synonym search
(one for each pair)

Materials 2:
Matching antonyms
(one set for each group)

Handout 4:
Find the homonym
(one for each participant)

Session 2
10.30—11.30am

Teaching
English

activity
01

Time
30 minutes

Teaching synonyms
and antonyms

Tell the participants that in this session they will look at synonyms, antonyms, homonyms and homophones. Explain that these words come from Greek and describe relationships between words. Show [Chart 5: Word meanings](#). Read through each Greek word part and point out its meaning in English.

Explain that teaching synonyms, antonyms, homonyms and homophones is one way to develop their pupils' vocabulary.

Tell them that you will lead them through activities that they can do with their pupils. However, with their pupils, they should teach only one form of relationship at a time, for example synonyms, and use a lot of illustrations and activities.

1
Synonyms

Point to 'syn' and 'onym' on Chart 5, and point out that synonym means 'similar word'. Explain that synonyms are words with similar meanings. Tell them that they will do some activities with synonyms.

Ask if they can remember the 'finding friends' game and how to play it. Take their answers. Tell them that you will play the finding friends game with synonyms.

Give each participant one word from [Materials 1: Finding synonym friends](#). Tell them to walk around and find their synonym friend and sit together.

When they are sitting in pairs, ask each pair in turn to say their synonyms. Check for agreement that everyone is with the correct partner.

Ask them to work in the same pairs, and give each pair [Handout 3: Synonym search](#). Tell them to group the words together with their synonyms. Give them five minutes for this task. Then ask them how many groups of synonyms they found. (There are four groups.) Ask volunteers to say one group of synonyms in turn. Guide them to the answers:

big, large, huge, enormous

said, replied, asked, repeated

nice, good, great, enjoyable

happy, pleased, cheerful, glad.

2

Antonyms

Point to 'ant' and 'onym' on Chart 5, and point out that antonym means 'opposite word'. Explain that antonyms are words with opposite meanings. Tell them that they will do some activities with antonyms. They will start with a matching card game.

Divide the participants into groups of four. Give each group a set of cards from [Materials 2: Matching antonyms](#). Tell them to shuffle their cards and spread them face down on their table.

Explain that each person in turn will turn over two cards. If the cards are antonyms, the player keeps the cards and has another turn. If the cards are not antonyms, the player turns the cards face down in the same place and the next player has a turn. The winner is the player with the most cards. Move around the room, checking for accuracy.

When they have finished playing, write:

1
teach – understand/
learn/ listen

2
west – south/east/north

3
night – day/morning/light

4
wife – daughter/uncle/
husband

5
lead – help/follow/manage.

Tell them to decide in their groups which is the best antonym for the first word in each question. Give them a few minutes for this task then ask the groups for their answers. Check for agreement. (1 learn, 2 east, 3 day, 4 husband, 5 follow)

activity 02

Time
30 minutes

Teaching homonyms and homophones

1 Homonyms

Point to 'hom(o)' and 'onym' on Chart 5, and point out that homonym means 'same word'. Explain that homonyms have the same spelling and the same pronunciation but a different meaning.

Write 'right' on the flip chart or chalkboard. Explain that 'right' is a homonym. Ask, 'What are the two meanings of "right"?' (correct and opposite of left)

Give each participant [Handout 4: Find the homonym](#). Explain that there are five homonyms illustrated on the hand-out, two pictures for each homonym. Each picture illustrates a different meaning for that homonym.

Ask them to work in their groups and find the homonyms. Then take their answers. (1 date, 2 watch, 3 glasses, 4 wave, 5 pupil)

Write the following words:

'safe, train, second, palm, cross, bank, ring, wave'.

Explain that all these words are homonyms. Tell them to work in their groups and find two meanings for each homonym. Take their answers.

2 Homophones

Point to 'hom(o)' and 'phone' on Chart 5, and point out that homophone means 'same sound'. Explain that homophones have the same sound but different spellings and meanings. Ask, 'Who can show us two spellings for 'write'/'right'?' Explain that 'write' and 'right' are homophones.

Write:

'there/their/they're'

'two/too/to'

'where/wear'.

Tell them that you will read some sentences, and each sentence has one of these homophones. They will write the correct homophone for each sentence.

Read the sentences:	Ask volunteers to say
1	their answers. Check for
The pupils are in their	agreement.
classroom.	Then write these words:
2	'by, meet, new, see, red'.
The teacher is there with	Tell them to work in
them.	their groups and find a
3	homophone for each word.
Which school do you go to?	Take their answers (bye/
4	buy, meat, knew, sea, read)
I have two sisters.	Explain that each person
5	in their group will choose
It is too hot today.	a different pair of these
6	homophones, for example:
The children wear a blue	'by' and 'buy'. They will
and white uniform.	write a sentence for each
7	spelling and meaning. They
Where is my pen?	will then read their sentences
	to the group and the group
	members will say which
	is the correct homophone
	in each sentence. Move
	around the room, checking
	for accuracy and helping
	where necessary.

Summary

Ask the participants to define synonym, antonym, homonym and homophone. Remind them of the activities that they did.

If you did not have time to cover all the teaching points, do what you have not covered in the Wrap up/ Finishing off session.

Ask if there are any questions. Write any unanswered questions on the 'Parking lot' poster and answer them in the Wrap up/Finishing off session.

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Wrap up 4—4.15pm		

Session 3

12—1pm

Teaching Social Studies



Learning outcomes

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

.....
explain the impact of farming on the environment and how global warming will affect farming in Nigeria
.....

explain what is meant by modern farming
.....

explain some of the problems caused by modern farming



Materials

Flip chart paper or chalkboard, markers

Session 3

12—1pm

Teaching Social Studies

activity 01

Time
20 minutes

Farming and the environment

Begin by asking, ‘What do we mean when we talk about the “environment”?’ Guide them to the answer that the environment is made up of everything that surrounds them, and in many cases this is land used for farming of one type or another.

Tell them that in this session they will look at farming and the environment. Explain that good farming aims to manage the land well so that farming is sustainable, but poor farming methods can lead to the land becoming unproductive.

Remind them that in yesterday’s session you asked them to think about how farming can damage the environment. Tell them to share their ideas in their groups. Give them five minutes for this task, then take their answers. The co-facilitator writes their answers on the flip chart or chalkboard. (Possible answers are: erosion – loss of soil – and damage to soil structure through over-grazing; burning or ploughing at the wrong time; poor use of fertiliser; pollution of rivers, dams and lakes; poor use of pesticides; poor use of water.)

Ask, ‘What do we mean when we talk about “global warming”?’ Guide them to the answer that global warming means the warming of the earth’s climate. Explain that global warming is caused by heat reflected from the earth being trapped by a layer of gas in the atmosphere, which reduces the amount of heat that is generally lost into space. As a result, the earth’s climate becomes hotter.

Ask participants if they know why a warming earth is a problem? The answer you are looking for is that a warming earth means climate change. Explain that, for northern Nigeria, scientists have estimated that global warming will mean a lot less rainfall, with drought conditions becoming more common and the desert pushing further south.

Ask participants to discuss in their groups what less rainfall, drought conditions and desertification would mean for farmers and for their communities. Give them five minutes to discuss, then take their ideas.

activity

02

Time
20 minutes

Modern farming

Tell the participants that farming is very complex and to do it well farmers have to manage many factors. This is true no matter how big or how small the farm is.

Ask them to discuss in their groups what they understand by 'modern farming' and to make a chart of their discussions to present to the rest of the class. Give each group a piece of [flip chart paper](#) and [markers](#). Give them ten minutes for this task, then give each group two or three minutes to present their chart. (Possible points are that modern farming uses: machinery, chemical fertilisers, pesticides, irrigation, special or hybrid seeds, special feed for animals, less labour.)

When they have finished their presentations, explain that modern farming is generally called 'intensive farming' and is characterised as high input and high cost. It is the opposite of 'subsistence farming', which is low input and low cost. However, many subsistence farmers today use elements of modern farming in their practice: for example, using hybrid seed and chemical fertilisers and pesticides.

activity

03

Time
20 minutes

Problems caused by modern farming methods

Explain that modern farming has enabled food production in the world to keep pace with ever increasing populations. However, if done badly or without consideration for the environment or sustainability, modern farming methods can cause problems.

Ask the participants to discuss in their groups some of the problems that can arise from modern farming methods. Tell each group to choose a recorder, who will write down their ideas. Give them five minutes to discuss. Move around the room, checking on their progress.

Bring the whole class together, and take their ideas. The co-facilitator writes their ideas on the flip chart or chalkboard. (Possible answers are: overuse of machinery may damage the soil or leave it open to erosion; overuse of pesticides may cause pests to build up resistance; overuse of fertiliser may cause soil to become too acidic so plants don't grow; overuse of fertiliser may pollute water sources; deforestation as more land is farmed; loss of wildlife and plant species; loss of employment; loss of community as people move into the cities to find work.)

Ask, 'Do you see any of these problems happening in your communities?'
'What are people doing to address the problems?'

Summary

Remind the participants how complex farming can be and how careful people need to be in their use of the land. Ask if there are any questions.

Ask, 'How would you teach this information to your pupils?' Tell them that a good way to make this session more relevant to the pupils would be to invite a local agricultural officer in to talk to their class about the advantages and disadvantages of modern farming.



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Wrap up 4—4.15pm		

Session 4

2—3pm

Teaching Hausa



Learning outcomes

By the end of this session,
the participants will:

.....
**be able to explain
the meaning and
organisation of 'tashe'**

.....
**be able to distinguish
between 'tashe',
'ko bara', 'ko roko'**

.....
**have role played
'tashe'**



Materials

Flip chart paper or
chalkboard, markers

.....
Chart 6:
Organisation of tashe

.....
Handout 5:
Types of tashe
(one for each group)

Teaching
Hausa

activity
01

Time 15 minutes
The rules and organisation of tashe

Tell the participants that in this session they will look at ‘tashe’ Divide them into groups of four or five. Ask them to discuss in their groups what they understand about tashe and its timing and purpose. Tell them to write their findings on flip chart paper. Give each group a piece of [flip chart paper](#) and [markers](#).

.....
Give them ten minutes for this task, then ask each group in turn to say their findings. Show [Chart 6: Organisation of tashe](#) and go through it with them.

activity
02

Time 15 minutes
Types of tashe

Give each group [Hand-out 5: Types of tashe](#). Ask them to work in their groups and fill in the information on the table. When they have completed the table, ask the groups to share their findings.

activity
03

Time 15 minutes
Tashe, bara and roko

Write ‘Tashe, Bara, Roko’ on the flip chart or chalkboard. Ask the participants to work in their groups and list the differences between the three activities and their possible relationships. Take their ideas.

Wrap- up 3— 4pm

activity 04

Time

30 minutes

Pronouncing vowels

Ask each group to choose one tashe that is done by females and one that is done by males and prepare them to present to the rest of the class.

Give them ten minutes for this task, then ask each group in turn to present their role plays. Give positive feedback on the presentations.

Summary

Remind the participants of the main points of this session. Ask how they would do this session with their classes.

If there was not time for each group to present their role play, make time for them to present during the Wrap up/Finishing off session.

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 15

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.

chart 01

Chart 1

Adding large numbers

9	3	7	5
	2	8	2

 +

- 1) Write the numbers in the correct squares
(9265 + 282)

9	3	7	5
	2	8	2
			7

- 2) Add the columns, starting from the first column on the right ($5 + 2 = 7$)

9	3	7	5
	2	8	2
		5	7

 +

$8 + 7 = 15$

- 3) Add the second column from the right ($8 + 7 = 15$). Carry the 1 to the next column on the left

9	3	7	5
	2	8	2
	6	5	7

 +

- 4) Add the third column from the right, including the 1 carried over ($3 + 2 + 1 = 6$)

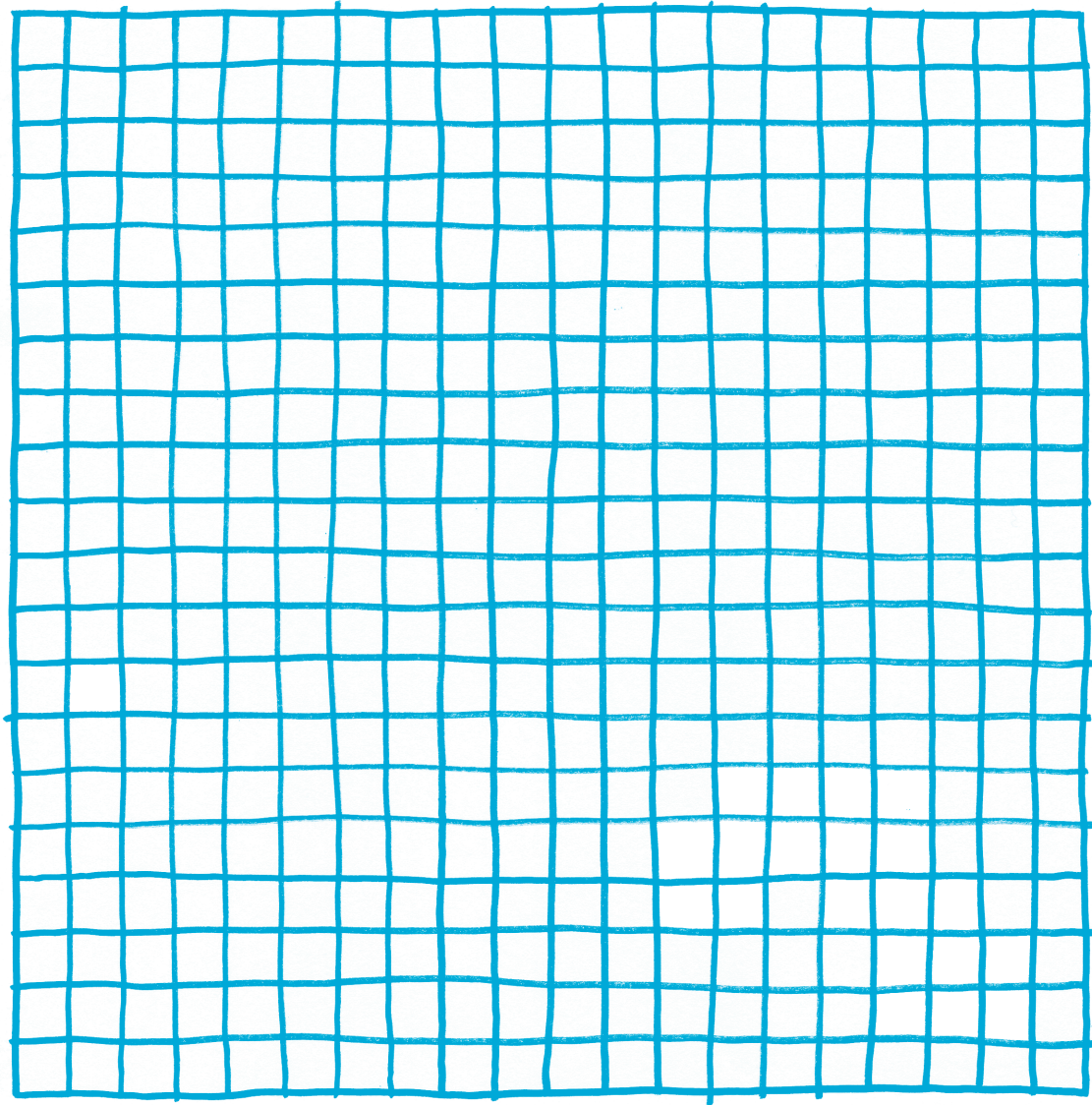
9	3	7	5
	2	8	2
9	6	5	7

- 5) Add the fourth column from the right to complete the sum ($9 + 0 = 9$)

handout

01

Squared paper



handout

02

Adding and subtracting exercises

① Add the following numbers:

a) $6,084 + 7,375 =$

b) $426 + 357 =$

c) $7,639 + 627 =$

d) $58,330 + 42,846 + 703 =$

② Subtract the following numbers:

a) $2,783 - 1,562 =$

b) $4,027 - 1,777 =$

c) $6,000 - 827 =$

d) $8,304 - 609 =$

③ Solve the following decimal problems:

a) $4.86 + 16.28 =$

b) $9.75 + 12.02 + 8.76 =$

c) $68.24 - 9.99 =$

d) $27.6 - 13.16 =$

④ Solve the following fraction problems:

a) $\frac{3}{4} + \frac{5}{8} + \frac{13}{16} =$

b) $6\frac{5}{4} + 3\frac{4}{9} =$

c) $3\frac{1}{4} - 2\frac{1}{3} =$

d) $5\frac{1}{6} - 1\frac{1}{4} =$

Subtracting large numbers

3	8	2	4
	6	6	3

- 1) Write the numbers in the correct squares
(3824 - 663)

3	8	2	4
	6	6	3
			1

- 2) Subtract the bottom from the top number in the first column on the right
(4 - 3 = 1)

3	8	7	12	4
	6	6	3	
		6	1	

- 3) Subtract the bottom from the top number in the second column from the right. 6 is too big to subtract from 2, so borrow 1 from the top digit in the next row to the left (12 - 6 = 6)

3	8	7	12	4
	6	6	3	
	1	6	1	

- 4) Subtract the bottom from the top number in the third column from the right. We borrowed 1 from 8 so 8 is now 7 (7 - 6 = 1)

3	8	7	12	4
	6	6	3	
3	1	6	1	

- 5) Subtract the bottom from the top number in the fourth column from the right
(3 - 0 = 3)

Adding and Subtracting decimals

(a) Adding decimals

1	.	4	5	8
1	.	3	0	0

- 1) Write the numbers in the correct squares, lining up the decimal points ($1.458 + 1.3$). Put in zeros so the numbers have the same length.

1	.	4	5	8
1	.	3	0	0
2	.	7	5	8

- 2) Add the columns, starting from the first column on the right.

(b) Subtracting decimals

7	.	4	3	2
1	.	2	3	0

- 1) Write the numbers in the correct squares, lining up the decimal points ($7.432 - 1.23$). Put in zeros so the numbers have the same length.

7	.	4	3	2
1	.	2	3	0
6	.	2	0	2

- 2) Subtract the bottom from the top number, starting from the first column on the right.

chart

04

Adding and subtracting mixed numbers

Ⓐ Adding fractions with the same denominator

Add the top numbers and keep the bottom number (denominator) the same:

$$\frac{1}{4} + \frac{1}{4} = \frac{2}{4} \text{ (which we can simplify to } \frac{1}{2} \text{)}$$

$$\frac{1}{17} + \frac{6}{17} = \frac{7}{17}$$

Ⓑ Adding fractions with different denominator

$$\frac{1}{3} + \frac{1}{7} =$$

1) Find a common denominator: the smallest number that both 3 and 7 can divide into (21).

2) Divide 3 into 21 and 7 into 21, then multiply the numerator in each case with the answer:

$$\frac{7}{21} + \frac{3}{21}$$

3) Add the top numbers and keep the bottom number the same to give the answer $\frac{10}{21}$.

Ⓒ Adding and Subtracting mixed numbers

$$2\frac{3}{4} + 3\frac{1}{2} =$$

1) Convert the numbers into improper fractions:

$$2\frac{3}{4} = \frac{11}{4}$$

$$3\frac{1}{2} = \frac{7}{2}$$

2) Find a common denominator - the smallest number that 4 and 2 can divide into (4) - then multiply the numerator in each case with the answer:

$$\frac{11}{4} \text{ stays as } \frac{11}{4}$$

$$\frac{7}{2} \text{ becomes } \frac{14}{4}$$

3) Add the top numbers and keep the bottom number the same:

$$\frac{11}{4} + \frac{14}{4} = \frac{25}{4}$$

4) Convert the fraction back to a mixed number ($25 \div 4$):

$$25/4 = 6\frac{1}{4}$$

chart

05

Word meanings

Syn	Similar
ant	opposite
hom(o)	Same
phone	Sound
onym	word

materials

01

Note to facilitators

Write each word on a piece of paper. Each participant will need one word. Make sure all the words that you use have a matching synonym. Mix up the words before you give them out.

Finding synonym friends

glad happy

minute tiny

noisy loud

beautiful pretty

intelligent clever

fast quick

shiny bright

final last

tired sleepy

unhappy sad

scared afraid

difficult hard

handout

03

Synonym search

Cheerful

enjoyable

enormous

said

good

replied

happy

nice

asked

glad

large

pleased

repeated

big

great

huge

materials

02

Note to facilitators
Write each word on a separate card. Make a set of cards for each group. Mix up the words in each set.

Matching antonyms

cold hot

thick thin

open closed

fast slow

similar different

early late

heavy light

safe dangerous

loud quiet

right wrong

handout

04

Find the homonym

1.



2.



3.



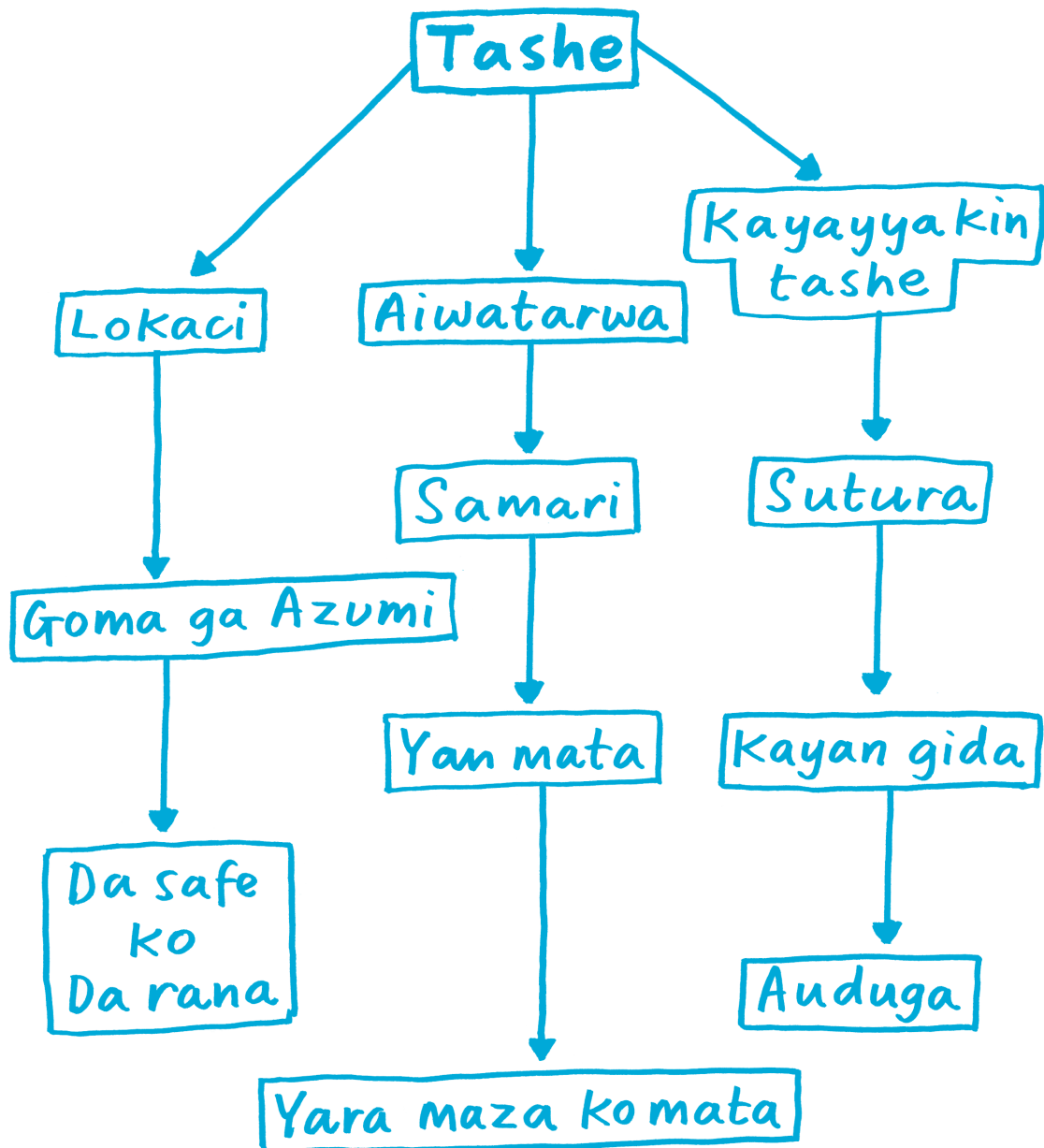
4.



5.



Organisation of tashe



handout

05

Types of tashe

Tashe	Gender	Timing	Lessons
Macukule	Maza		
Mai Kiriniya	Maza		
Tashiwali	Maza		
Dan dukununu	Maza		
Samodara	Maza		
Ragadada	Maza		
Ga mairama ga Dauda	Maza		

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