

# Training module 5

## Day 2

### Session notes for IQTE trainers



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### Day 1

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

**Session 2:**  
**10.30—11.30am**  
Learning a second  
language

Tea break  
11.30—12pm

**Session 3:**  
**12—1pm**  
Learning to read

Lunch  
1—2pm

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

Wrap up  
3—3.15pm

### Day 2

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

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

Tea break  
11.30—12pm

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

Lunch  
1—2pm

**Session 4:**  
**2—3pm**  
Making materials

Wrap up  
3—3.15pm

### Day 3

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

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

Tea break  
11.30—12pm

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

Lunch  
1—2pm

**Session 4:**  
**2—3pm**  
Planning lessons

**Session 5:**  
**3—4pm**  
Making materials

Wrap up  
4—4.15pm

**To make:**

Storyboard and stick puppets: inside of a house and house items, and stick puppets of family members

Maths problem flash cards: new examples

Worksheet: Maths problems, from New Methods Mathematics 2, on flip chart paper: addition, subtraction, multiplication with regrouping, measurement

Vowel sound flash cards, sets with matching vowels and odd man out, for example: buhu, garu, buzu

Two-syllable word flash cards, matching pairs, for example: buhu-buzu, masa-tasa, jaki-zaki

**To collect:**

Bowls (three)

String, for hanging puppets around participants' necks

**Session 1:**

**Materials/Charts/Handouts**

Flip chart or chalkboard, markers

Chart: The ladder of learning a second language (from Day 1)

Materials: Five steps titles (from Day 1)

Materials 1: Best and poor teaching ideas

Tape

Storyboard and stick puppets

String

Bowls (three)

Card (about 50 pieces)

**Session 2:**

**Materials/Charts/Handouts**

Flip chart or chalkboard, markers

Maths problem flash cards

Chart 1: Number chart 1—100

Chart 2: Ways to use the number chart 1—100

Worksheet: Maths problems

**Session 3:**

**Materials/Charts/Handouts**

Flip chart or chalkboard, markers

Chart: Hausa alphabet (from Day 1)

Hausa letter flash cards (from Day 1)

Vowel sound flash cards

Two-syllable word flash cards

Slates and chalk or notebooks and pens

**Session 4:**

**Materials/Charts/Handouts**

Flip chart or chalkboard, markers

Two-syllable word flash cards (from Session 3)

Singular and plural picture flash cards (from Session 1)

Storyboard and stick puppets (from Session 1)

Card, crayons, scissors

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Wrap up 3—3.15pm	Wrap up 3—3.15pm	<b>Session 5:</b> <b>3—4pm</b> Making materials
		Wrap up 4—4.15pm

# Session 1

9.30—10.30am

## Teaching English



### Learning outcomes

By the end of this session, the participants will:

**be able to list ten best practices for teaching English as a second language**

**have experienced and be able to describe some child-centred lessons and activities that develop oral language and teach the Scheme of Work objectives for Weeks 3—11**



### Materials

Flip chart or chalkboard, markers

Chart:  
The ladder of learning a second language (from Day 1)

Materials:  
Five steps titles (from Day 1)

Materials 1:  
Best and poor teaching ideas

Tape

Storyboard and stick puppets

String

Bowls (three)

Card (about 50 pieces)

# Session 1

## 9.30—10.30am

# Teaching English

## activity 01

**Time**  
30 minutes

**Best ideas for teaching  
a second language**

### Note to facilitators

In this session, one group will do Teaching English and the other group will do Teaching Maths. They will change over in Session 2. Divide the participants and support teachers into two equal groups and have one group move to another room. There should be one facilitator with each group.

Ask a volunteer to lead an opening prayer. Then ask a volunteer to suggest a game or song to begin the day.

Show [Chart: The ladder of learning a second language](#) with Materials: Five steps titles removed. Review yesterday's lesson by asking:

‘What are the four language skills?’

‘Which does the teacher focus on first when teaching a second language?’

‘What are the five steps?’

‘Which step number is each one on the ladder?’

Add each step from [Materials: Five steps titles](#) to the chart as they share their answers.

Tell the participants that they will look at best and poor ideas for teaching a second language.

Put the headings from [Materials 1: Best and poor teaching ideas](#) on the chalkboard or wall. Then put all 15 ideas from Materials 1 on the wall, making sure to mix them up.

Explain that some of these are best teaching ideas and some are poor teaching ideas. Tell them that they will have 10 minutes to read the ideas and decide with their group which are the best ideas and which are the poor ideas.

Ask them to discuss why they think the ideas are best or poor so that they are ready to defend their position.

### Summary

Bring the whole class together. Ask each group in turn to tape one teaching idea under the heading ‘Best teaching idea’ or the heading ‘Poor teaching idea’. Ask a volunteer from the group to give the reason for their placement. Check for agreement. If there is disagreement, ‘park’ the idea and discuss at the end of the activity. Guide them to the answers: Best: a, b, e, f, g, h, k, m, n, o. Poor: c, d, i, j, l.

# activity

## 02

**Time**  
30 minutes

**Child-centred activities to develop oral language**

Tell the participants that you will share some more child-centred activities that will help their pupils practise listening to and speaking English. These activities will engage the pupils in 'saying and doing' at the same time. The activities are based on the English Scheme of Work objectives for Term 1, Weeks 3, 4, 5 and 9.

Spend about ten minutes on each activity. Present the activity first, then ask volunteers to lead it.

### **1 Storyboard to teach identification of objects and family members**

Language skills:  
listening, speaking

Remind the participants of the storyboard and puppets from a previous training. Ask what they can remember.

Tell them that you will now show them the next step in working with a storyboard.

Explain that, when we use a storyboard, we give the children 'a step of the ladder', helping them to understand the English words by giving them picture clues.

Show the [storyboard](#) and the [stick puppets](#).

Tell a very short story about the family members using the puppets. (For example: 'This is the father and this is the brother. The mother brings them their food. They eat dinner.')

Tell the participants that it is important to repeat those same sentences each day until the pupils begin to say them. As the pupils become familiar with the story and the puppets, they can be involved in moving the puppets. The story can also be expanded by making other scenes, for example a market, a street, and so on. More stories are told based on these scenes.

When pupils become familiar with storyboards and have the vocabulary, they can make up their own stories and tell them in their groups. The pupils can also make their own group storyboards and puppets.

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**2**  
**Role play**

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Language skills:  
listening, speaking

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Tell the participants that, by ‘acting out’ or ‘doing’ the storyboard stories, the children understand them even better.

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Tell them that you will demonstrate. Tie [string](#) on the puppets and have ready the three [bowls](#).

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Choose three participants who enjoy participating and put the puppet ‘necklaces’ around their necks. Give the ‘mother’ the bowls and ask her to go to the back of the room. Tell the same story about the family members while the participants act it out.

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Tell them that, as the pupils become familiar with role play, they can act out more stories that the teacher prepares or they can act out their own stories.

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**3**  
**Plurals and ‘go fish’ game**

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Language skills:  
listening and speaking

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Give each group pieces of [card](#). Tell them that they will make singular and plural picture flash cards. They will draw pairs of objects on card. One card in the pair will have a picture of a single object, and the other card will have a picture of two more of the same object.

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Give them some examples (pot, bucket, spoon, shirt, trousers, cat, dog, hen, book, girl, plane). Explain that each participant will make at least three pairs of cards.

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When they have made the cards, bring the whole class together. Introduce the plurals by showing the cards and saying the plurals. Move around the room to do this so that the participants keep their own cards.

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Then divide the participants into groups of five or six and lead them through this activity.

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Tell the groups to put their singular and plural picture cards together and shuffle them.

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Someone in the group then gives everyone five cards and puts the remaining cards in a pile in the middle, face down. Explain that the pile of cards in the middle is the ‘lake’ where they will fish.

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.....  
Ask the participants to look at their five cards and see if they have a singular and plural match (for example, a singular hen card and a plural hen card). They should put the match down in front of them.  
.....

They then start the game. A player who doesn't have a match is the first to play. This player asks another player for a card that they need to make a match.  
.....

For example, the first player asks the other player, 'Do you have the spoons?' If that player has the card, they say, 'Yes, I have the spoons', and give the spoons card to the first player. If the second player doesn't have the card, they say, 'Go fish'. Then the first player picks a card from the 'lake'.

.....  
If the first player gets a match from the other player or from the 'lake', they have another turn. If they don't get a match, the player on their right goes next, and the game continues in the same way. The winner is the first player to match and lay down all their cards.

### **Summary**

Ask, 'Which activity did you like the best?'  
'Which one did you think was the best idea for teaching English?'

# Training module 5

## Day 2

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		Wrap up 4—4.15pm

# Session 2

10.30—11.30am

## Teaching Maths



### Learning outcomes

By the end of this session, the participants will:

**be able to identify and have practised key Maths skills needed for teaching the Maths Scheme of Work objectives for Year 1**



### Materials

Flip chart or chalkboard, markers

Maths problem flash cards

Chart 1:  
Number chart 1—100

Chart 2:  
Ways to use the number chart 1—100

Worksheet:  
Maths problems

# Session 2

## 10.30—11.30am

# Teaching Maths

## activity 01

## activity 02

**Time**  
15 minutes

**Daily mental work  
practice**

### Note to facilitators

In this session, one group will do Teaching Maths and the other group will do Teaching English. They will stay in the same groups as in Session 1.

Ask a volunteer to explain how to play the 'around the world' game from Day 1. Then play the game using the [Maths problems flash cards](#).

**Time**  
20 minutes

**Practising basic skills**

Show [Chart 1: Number chart 1—100](#). Ask, 'What are some of the activities that you learned to do with this number chart?'

Take a few ideas, then show [Chart 2: Ways to use the number chart 1—100](#). Practise activities 5—8 with the participants, especially activity 8. Make the problems challenging for them.

If a participant gives the wrong answer, help by asking questions such as 'Would you like me to repeat the problem?' or 'Would you like someone to help you?'

Then lead the participants through these odd and even number practice activities.

### **1 More number chart activities**

Point to a number on the number chart and ask, 'Odd or even?' Take their answers.

Point to a row of numbers and ask, 'Which of the numbers in this row are odd?' (For example, in the first row, 1, 3, 5, 7, and 9 are odd.) Then ask for the even numbers.

Point to a number and ask, 'What could I add to this number to make it an odd (or even) number?' (For example, point to 11 and ask for another odd number. The participants could say, 'Add 4 and that makes 15, an odd number.')

Emphasise that:

even numbers can be divided equally by 2 (2, 4, 6, 8, 10, 12, and so on)

odd numbers cannot be divided by two without a remainder (1, 3, 5, 7, and so on).

# activity 03

## 2 Poem

Practise this poem with the participants. Once they are familiar with the poem, ask some of them to act it out:

If you are an even number,  
You always have a pair,  
And when you look around,  
Your buddy will be right there.  
But, if you are an odd number,  
There's always a lonely one,  
He looks around to find his buddy,  
But he's the only one!

## 3 Song

Practise this song in the same way as the poem:

There was a farmer who had a cow and Even was his name-oh,  
2, 4, 6, 8, 10 (x 3),  
And Even was his name-oh.  
There was a farmer who had a goat and Odd was his name-oh,  
1, 3, 5, 7, 9 (x 3),  
And Odd was his name-oh.

**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.

## Summary

Ask the participants which activity they learned the most from during this session.

# Training module 5

## Day 2

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Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
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Wrap up 3—3.15pm	Wrap up 3—3.15pm	<b>Session 5:</b> <b>3—4pm</b> Making materials
		Wrap up 4—4.15pm

# Session 3

## 12—1pm

# Teaching Hausa



### Learning outcomes

By the end of this session, the participants will:

**be able to identify why learning vowel letter-sound relationships helps children learn how to read more easily**

**have experienced and be able to explain child-centred activities for teaching vowel letter-sound relationships**



### Materials

Flip chart or chalkboard, markers

Chart:  
Hausa alphabet  
(from Day 1)

Hausa letter flash cards  
(from Day 1)

Vowel sound flash cards

Two-syllable word flash cards

Slates and chalk or notebooks and pens

# Session 3:

## 12—1pm

# Teaching Hausa

## activity 01

**Time**  
15 minutes

### Reviewing Day 1 activities

Tell the participants that hundreds of studies show that teaching pupils the letter-sound relationships and sounding out words (phonics instruction) is an effective way of teaching reading to Primary 1 and 2 pupils.

These methods allow a pupil to use the easiest brain processing route to become a proficient reader.

By learning the alphabetic code early in their reading experience, pupils can quickly free up the mental energy that they were using for sounding out words and devote this effort to meaning, which leads to better comprehension. This way of teaching reading benefits all ages in learning to spell correctly.

Ask a volunteer to give one example of a Hausa activity that they did on Day 1. (Possible answers are: consonant letter dictation, identifying consonant sounds, and identifying a letter sound when listening to two words – one that begins with that sound and one that doesn't.)

Practise each of these activities for just a few minutes each.

# activity

## 02

**Time**  
45 minutes

**Child-centred activities for teaching the vowel sounds**

Explain that their pupils need to be able to identify the vowel sounds easily to read words. Tell them that you will now show them a few activities that will help their pupils to learn these sounds. Spend about ten minutes on each activity, asking volunteers to lead if they are ready.

### 1 Do you know my sound?

Show [Chart: Hausa alphabet](#) and say a vowel sound. Ask a volunteer to come out and point to the vowel letter on the chart.

Say another vowel sound and choose another volunteer to do the same. When the participants know how to play the game, choose a volunteer to say the sounds.

Variations are to:

say and write the vowel letter on the flip chart or chalkboard, or show a letter from the [Hausa letter flash cards](#), and ask the participants to raise their hands to say the vowel sound, or

say a consonant and a vowel sound (ba, bu, ta, mu, hu, and so on) and ask the participants to write the syllable (the two sounds together), and then say it.

### 2 Odd man out

Tell the participants that you will do an 'odd man out' activity. You will read out a set of three to four words with different vowel sounds in turn (for example: buhu, garu, buzu). They will raise their hands when they know which is the 'odd man out' (the word that does not have the same vowel sound as the others – 'garu' in the above example). Use the [vowel sound flash cards](#).

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**3**  
**Finding friends**

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Tell the participants that the aim of this activity is to make matching pairs of two-syllable word cards.

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Read out and show all the [two-syllable word flash cards](#) in their pairs. Then show and read two pairs of cards out of order and ask the participants to find the pairs. Continue with other mixed-up pairs.

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When the participants are familiar with the activity, ask them to read the cards.

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A variation is to give each participant one of the cards and ask them to move around the room reading their word to find their friend. When the pairs find each other, they read their words to the rest of class.

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**4**  
**Vowel dictation**

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Say a vowel sound and ask the participants to write the letter in their [notebooks](#). Then tell a few participants at a time to write the letter on the flip chart or chalkboard to check if they are writing correctly.

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Slowly say a two-syllable word that has a consonant-vowel-consonant-vowel sequence (for example: doya, mota, tuya, rana, gida). Ask the participants to write the word in their notebooks. Then ask a volunteer to write the word on the flip chart or chalkboard for others to check.

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**Summary**

Ask:

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‘Are you doing any of these activities or similar ones in your classrooms?’

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‘How are the children responding to these activities?’

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‘Will it be difficult for you to use these activities in your classroom?’



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		Wrap up 4—4.15pm

# Session 4

## 2—4pm

# Making materials



### Learning outcomes

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

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



### Materials

Flip chart or chalkboard, markers

Two-syllable word flash cards (from Session 3)

Singular and plural picture flash cards -(from Session 1)

Storyboard and stick puppets (from Session 1)

Card, crayons, scissors

# Making materials

## activity 01

**Time**  
60 minutes

### Making materials

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

Two-syllable word flash cards

Singular and plural picture flash cards (ten pairs)

Storyboard and stick puppets.

.....  
Show the materials that you have made.

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

# Wrap- up 3— 3.15pm



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 5

## 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.

## Best and poor teaching ideas

Best  
teaching  
ideas

Poor  
teaching  
ideas

## I d e a s

a

Speak as much as possible in English

b

Allow the pupils to draw objects and characters from a story

c

Always correct the pupils' mistakes

d

Write all the English words on the blackboard

e

Use stories or poems with repetition

f

Give the pupils time to speak together in English since children try to speak more with other children than with adults

g

Use facial expressions to tell pupils the intention

h

Make written word labels for objects

i

Speak in English and Hausa to help the children understand

j

Tell all the pupils to write all the vocabulary and sentences that they are taught

k

Always tell the pupils to ask if they don't understand something

l

Don't allow pupils to try speaking English with each other because they will make mistakes

m

Use body movements and gestures to teach actions

n

Don't correct the pupils' mistakes at first

o

Use objects or pictures of objects to teach vocabulary

# chart

## 01

### Number chart 1-100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

### Ways to use the 1-100 number grid

① Counting to 100 by 1

- begin with students repeating after the teacher, move to taking turns.

② Number recognition

- point to a number, children raise hands to tell the others what number it is

- ask, "What number is...?"

"What number is after / before...?"

③ Counting down the 10s row

④ Counting odd and even numbers by 2

⑤ What numbers are greater than...?

And what numbers are less than...?

⑥ Place value practice

- for example: say, "1 ten, 1 unit," groups discuss, volunteers raise their hands to come up and point to 11

⑦ Counting by 2, by 5, by 3, and so on (multiplication)

⑧ Addition and subtraction of numbers

- for example, point to 9 and 1 and say "add"

**esspin**

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**UKaid**

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**Photography**

Jide Adeniyi-jones

**Illustration**

Sam Piyasena