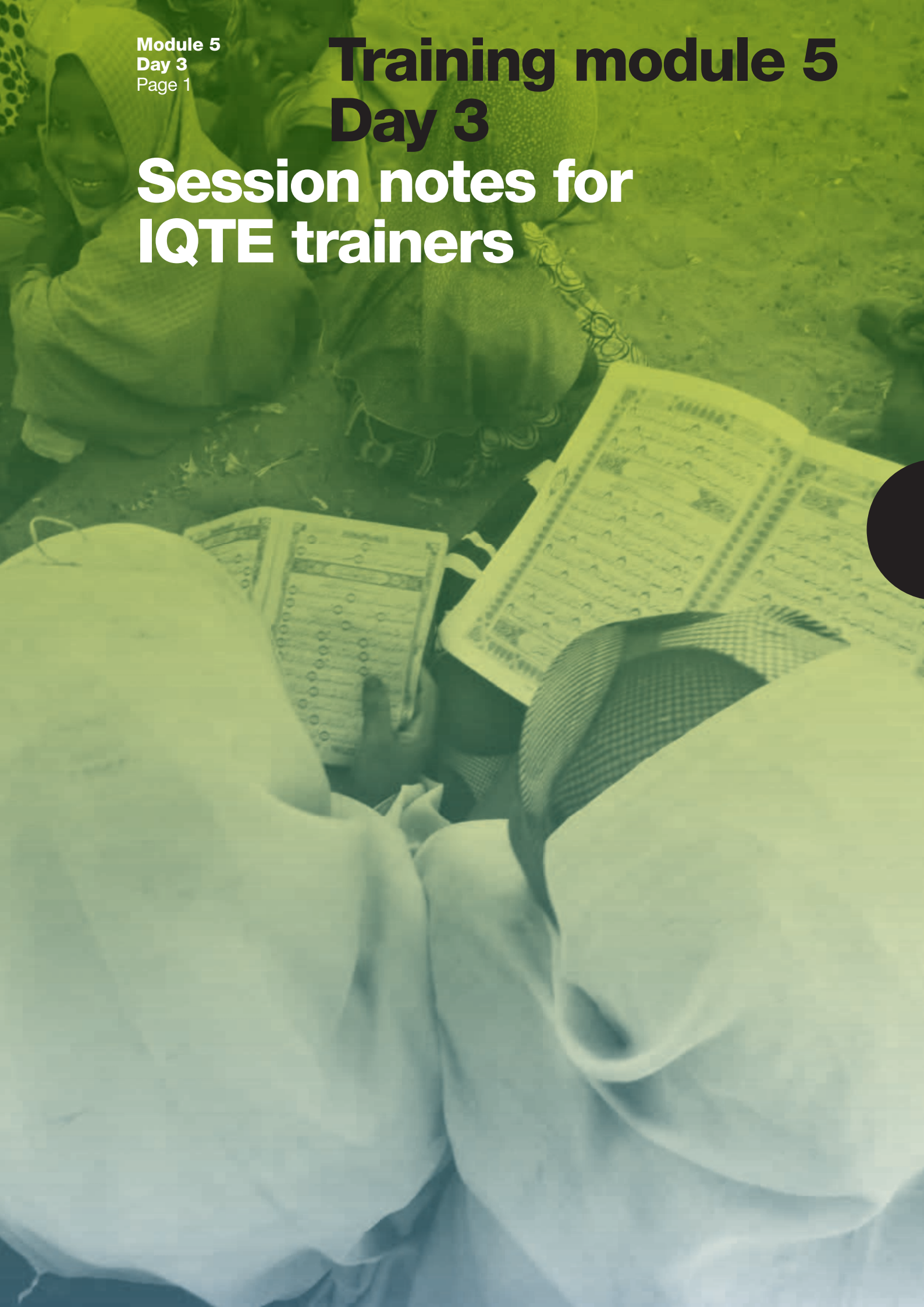


Training module 5

Day 3

Session notes for IQTE trainers



Training module 5

Day 3

Session notes for IQTE trainers

Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting/ Sharing experiences	Session 1: 9.30—10.30am Teaching English	Session 1: 9.30—10.30am Teaching English
Session 2: 10.30—11.30am Learning a second language	Session 2: 10.30—11.30am Teaching Maths	Session 2: 10.30—11.30am Teaching Maths
Tea break 11.30—12pm	Tea break 11.30—12pm	Tea break 11.30—12pm
Session 3: 12—1pm Learning to read	Session 3: 12—1pm Teaching Hausa	Session 3: 12—1pm Teaching Hausa
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 4: 2—3pm Teaching Maths	Session 4: 2—3pm Making materials	Session 4: 2—3pm Planning lessons
Wrap up 3—3.15pm	Wrap up 3—3.15pm	Session 5: 3—4pm Making materials
		Wrap up 4—4.15pm

To make:

Maths problem
flash cards:
new examples

Worksheet:

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

To collect:

New Method
Mathematics Books 1
and 2

Small objects:

stones or bottle tops

Module 5**Day 3**

Page 3

Session 1: Materials/ Charts/ Handouts	Session 2: Materials/ Charts/ Handouts	Session 3: Materials/ Charts/ Handouts	Session 4: Materials/ Charts/ Handouts	Session 5: Materials/ Charts/ Handouts
Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers
Items of clothing (from Day 1)	Maths problem flash cards	Chart: Hausa alphabet (from Day1)	Handout 1: Anansi the spider (one for each participant)	Two-syllable word flash cards (from Day 2)
Everyday objects (from Day 1)	Materials 1: Addition, subtraction, multiplication with regrouping.	Hausa letter flash cards (from Day 1)		Singular and plural picture flash cards (from Day 2)
Animal flash cards (from Day 3)	Chart 1: Addition regrouping poem	Two-syllable word flash cards (from Day 2)		Storyboard and stick puppets (from Day 2)
Storyboard and stick puppets (from Day 1)	New Method Mathematics Books 1 and 2	Vowel sound flash cards (from Day 2)		
Singular and plural picture flash cards (from Day 2)	Small objects	Slates and chalk or A4 paper and pens		
	Slates and chalk or A4 paper and pens	Materials 2: Word families		
	Worksheet: Maths problems			

Training module 5

Day 3

Session notes for IQTE trainers

Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting/ Sharing experiences	Session 1: 9.30—10.30am Teaching English	Session 1: 9.30—10.30am Teaching English
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Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 4: 2—3pm Teaching Maths	Session 4: 2—3pm Making materials	Session 4: 2—3pm Planning lessons
Wrap up 3—3.15pm	Wrap up 3—3.15pm	Session 5: 3—4pm 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 have:

practised leading the child-centered activities from this module, which develop English oral language and teach the objectives of the Scheme of Work Weeks 3—11



Materials

Flip chart or chalkboard, markers

Items of clothing (from Day 1)

Everyday objects (from Day 1)

Animal flash cards (from Day 1)

Storyboard and stick puppets (from Day 1)

Singular and plural picture flash cards (from Day 2)

Session 1

9.30—10.30am

Teaching English

activity 01

Time
60 minutes

**Child-centred
activities to develop
oral 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 in an opening prayer. Then ask a volunteer and to suggest a game or song to begin the day.

Ask, ‘Why is practice important in learning?’ (It helps lay down strong neural pathways so that they become ‘super high-ways’ and the information becomes a long-term memory. In addition, practice builds confidence, which is needed for us to create long-term memory and access the higher thinking skills.) Ask probing questions if necessary.

Tell the participants that in this session they will practise English teaching activities that they have done this week, and write them on the flip chart or chalkboard:

Using real objects to learn vocabulary

Team relay game with everyday objects

I spy with my little eye

Hokey cokey

Old Macdonald

Where is thumbkin

Head, shoulders, knees and toes

Who ate the corn that was in the yard?

Storyboard and stick puppets

Role play of storyboard

‘Go fish’ game

.....
Remind them that there are materials available to use, and that they can also use the materials that they made.
.....

.....
Divide the participants into groups of five or six. Put at least two support teachers with each group so that they can guide the participants in leading and practising the activities. They should make sure that each participant leads an activity.
.....

.....
After each participant's turn to lead, the other participants should give them feedback using 'two stars and one wish'.
.....

Summary

Bring the whole class together. Ask what they learnt from leading the activities.

Training module 5

Day 3

Session notes for IQTE trainers

Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting/ Sharing experiences	Session 1: 9.30—10.30am Teaching English	Session 1: 9.30—10.30am Teaching English
Session 2: 10.30—11.30am Learning a second language	Session 2: 10.30—11.30am Teaching Maths	Session 2: 10.30—11.30am Teaching Maths
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Session 4: 2—3pm Teaching Maths	Session 4: 2—3pm Making materials	Session 4: 2—3pm Planning lessons
Wrap up 3—3.15pm	Wrap up 3—3.15pm	Session 5: 3—4pm Making materials
		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 Maths skills for teaching the Maths Scheme of Work objectives for Year 1



Materials

Flip chart or chalkboard, markers

Maths problem flash cards

Materials 1:
Addition, subtraction and multiplication with regrouping

Chart 1:
Addition regrouping poem

New Method Mathematics Books 1 and 2

Small objects

Slates and chalk or A4 paper and pens

Worksheet:
Maths problems

Session 2

10.30—11.30am

Teaching Maths

activity
01

activity
02

Time
10 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’. Play the game using the [Maths problem flash cards](#).

Time
40 minutes

Practising regrouping

Tell the participants that you will explain how to add, subtract and multiply with regrouping. You will begin with addition.

1 Addition regrouping steps

Remind the participants that, when doing addition, they first add the units. If the sum is more than 9, they write the number of units in the units column and move the set of ten to the tens’ column. They then add the tens.

Write the addition sum 1a from [Materials 1: Addition, subtraction and multiplication with regrouping](#) on the flip chart or chalkboard. Lead the participants step by step through working out the answer, 1b. Highlight that one ten is ‘traded’ to the tens column and that zero holds units place value.

Then show [Chart 1: Addition regrouping poem](#). Say the poem expressively a few times, together with the participants.

<p>Then, ask a volunteer to lead the class through the steps with another addition problem. Repeat with two more volunteers. Use examples from New Method Mathematics:</p> <p>Addition of two sums (Book 1, pages 84—91)</p> <p>Addition without regrouping (Book 1, pages 99—101)</p> <p>Addition of two sums (Book 2, pages 40—57).</p>	<p>2 Subtraction regrouping steps</p> <p>Remind the participants that regrouping in subtraction involves trading (carrying) the opposite way from addition regrouping. Instead of moving a set of ten forward to the tens column, a set of ten is traded (carried) back to the units column.</p> <p>First do a few examples with small objects (for example $21 - 8$). Tell the participants to let their pupils use objects until they see that they no longer need them.</p> <p>Write the subtraction sum 2a from Materials 1: Addition, subtraction and multiplication with regrouping on the flip chart or chalkboard. Lead the participants step by step through working out the answer, 2b.</p>	<p>Highlight that we subtract the units first and then the tens. When the bottom number in the units column is greater than the top number, it is necessary to trade (carry) a ten from the tens column to the units column. The top number in the tens column is reduced by one (that is, one ten).</p> <p>Then teach the subtraction poem (song):</p> <p>Ten green bottles hanging on the wall, (x 2) If one green bottle should accidentally fall, There will be nine green bottles hanging on the wall. Nine green bottles hanging on the wall, (x 2) If one green bottle should accidentally fall, There will be eight green bottles hanging on the wall.</p>
---	---	---

Continue with seven, six, five, four, three, two, until the last verse:	3 Multiplication regrouping steps	Before multiplying with the bottom number in the tens column, place a zero in the answer in the units column to hold the value and to show that you are now multiplying in units of ten.
One green bottle hanging on the wall, (x 2) If one green bottle should accidentally fall, There will be no green bottles hanging on the wall.	Explain that regrouping in multiplication when multiplying two-digit numbers is a bit different to addition and subtraction regrouping, and pupils can find this quite difficult at first.	Multiply the bottom number in the tens by the top number in the units column and write the number in the answer in the tens column.
Then, ask a volunteer to lead the class through the steps with another subtraction problem. Repeat with two more volunteers. Use examples from New Method Mathematics:	Write the multiplication sum 3a from Materials 1: Addition, subtraction and multiplication with regrouping on the flip chart or chalkboard. Multiply the bottom number in the units column by the top number in the units column.	Multiply the top number in the tens column by the bottom number in the tens column and write the number in the answer of the hundreds column.
Subtraction of two numbers (Book 1, pages 99—101)	Highlight that if the product (answer) is more than nine, we carry the set(s) of ten to the tens column and write the remainder in the answer in the units column.	Add the two sums together, to arrive at the answer, 3b, in Materials 1.
Subtractions of two numbers (Book 1, pages 40—57)	Multiply the bottom number in the units column by the top number in the tens column and add the set(s) of ten carried over to the answer.	

activity 03

Then, ask a volunteer to lead the class through the steps with another multiplication problem. Repeat with two more volunteers. Use examples from New Method Mathematics: Multiplication with two digits (Book 1, pages 58—67).

Summary

Tell the participants that, when they are teaching regrouping, they need to:

allow their pupils to use objects for as long as needed

note that using objects will mean slower calculations at first but will build pupils' confidence and help them remember better

remind their pupils of the steps each time that they practise

practise many problems

begin to give the pupils sums without the place value reminders

create problems that allow their pupils to succeed.

Time

10 minutes

Maths worksheet

Show [Worksheet: Maths problems](#). Tell the participants that they should 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.

Training module 5

Day 3

Session notes for IQTE trainers

Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting/ Sharing experiences	Session 1: 9.30—10.30am Teaching English	Session 1: 9.30—10.30am Teaching English
Session 2: 10.30—11.30am Learning a second language	Session 2: 10.30—11.30am Teaching Maths	Session 2: 10.30—11.30am Teaching Maths
Tea break 11.30—12pm	Tea break 11.30—12pm	Tea break 11.30—12pm
Session 3: 12—1pm Learning to read	Session 3: 12—1pm Teaching Hausa	Session 3: 12—1pm Teaching Hausa
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 4: 2—3pm Teaching Maths	Session 4: 2—3pm Making materials	Session 4: 2—3pm Planning lessons
Wrap up 3—3.15pm	Wrap up 3—3.15pm	Session 5: 3—4pm Making materials
		Wrap up 4—4.15pm

Session 3

12—1pm

Teaching Hausa



Learning outcomes

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

practised leading child-centred activities that develop Hausa reading and writing and teach the objectives of the Hausa Scheme of Work Weeks 3—7



Materials

Flip chart or chalkboard, markers

Chart:
Hausa alphabet (from Day 1)

Hausa letter flash cards (from Day 1)

Two-syllable word flash cards (from Day 2)

Vowel sound flash cards (from Day 2)

Slates and chalk or A4 paper and pens

Materials 2:
Word families

Session 3

12—1pm

Teaching Hausa

activity 01

Time
45 minutes

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

Tell the participants that in this session they will practise the Hausa teaching activities that they have done this week, and write them on the flip chart or chalkboard:

Do you know my
sound? (consonants
and vowels)

Letter dictation
(consonants and vowels)

Listen carefully

Odd man out

Finding friends.

Remind them that there are materials available to use, and that they can also use the materials that they made.

Divide the participants into groups of five or six. Put at least two support teachers with each group so that they can guide the participants in leading and practising the activities.

They should make sure that each participant leads an activity. After each participant's turn to lead, the other participants should give them feedback using 'two stars and one wish'.

Summary

Bring the whole class together. Ask what they learnt from leading the activities.

activity

02

Time
15 minutes

Creating words

Explain that, when their pupils can identify and write the letters for many of the Hausa sounds, they can move on to teaching the pupils how to read and write words.

.....
Show the chart from [Materials 2: Word families](#) without the words. Tell the participants, 'Words have families that live together. Word families all have the same ending or last name. When you read the words, you find that they all rhyme because they have the same last name.'

.....
Point out 'Gidan-wa' at the top of the house. Give an example of a family member (kuwa) and put the word in the house on the chart. Ask the participants to give other words that rhyme with kuwa, and write the words as a list in the house.

.....
Then ask the participants to put some word families in houses in their notebooks or on their slates. Choose from these examples:
-ba, -da, -hu, -wu, -tu, -gi,
-ki, -ri, -ro, -lo, -ko, -shi.

Training module 5

Day 3

Session notes for IQTE trainers

Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting/ Sharing experiences	Session 1: 9.30—10.30am Teaching English	Session 1: 9.30—10.30am Teaching English
Session 2: 10.30—11.30am Learning a second language	Session 2: 10.30—11.30am Teaching Maths	Session 2: 10.30—11.30am Teaching Maths
Tea break 11.30—12pm	Tea break 11.30—12pm	Tea break 11.30—12pm
Session 3: 12—1pm Learning to read	Session 3: 12—1pm Teaching Hausa	Session 3: 12—1pm Teaching Hausa
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 4: 2—3pm Teaching Maths	Session 4: 2—3pm Making materials	Session 4: 2—3pm Planning lessons
Wrap up 3—3.15pm	Wrap up 3—3.15pm	Session 5: 3—4pm Making materials
		Wrap up 4—4.15pm

Session 4

2—3pm

Planning lessons



Learning outcomes

By the end of this session, the participants will:

be able to describe the lesson planning task that they will do for the next training

have experienced creating a lesson or activity with a short story, an objective of the Hausa Scheme of Work Weeks 6—7



Materials

Flip chart or chalkboard, markers

Handout 1:
Anansi the spider
(one for each participant)

Session 4
2—3pm

Planning lessons

activity
01

Time
30 minutes

Creating an activity

Explain that teachers can learn a lot from each other if they make time to share the activities and lessons that they have presented to their pupils.

Tell the participants that during the next month they will have an assignment: to write on flip chart paper one lesson or activity that they do so that they can share it with the other participants at the next training.

Explain that you will read a short story about Anansi the spider, and then practise creating and presenting an activity with the story. Give each participant [Handout 1: Anansi the spider](#) and read the story aloud.

Divide the participants into three groups and tell them that they will have 15 minutes to create a Hausa lesson activity based on the story. Give each group [flip chart paper](#) and [markers](#) to write down their activity. Remind them that they need to think of the following points when planning:

- there is a clear learning purpose
- all pupils are involved in the activity – they all ‘say and do’
- pupils get to practise language skills
- the experience is positive and non-threatening
- pupils want to do it because it is fun.

Tell the groups to choose a group leader, who will make sure that everyone participates, and a recorder, who will present their activity to the class.

activity
02

Time
30 minutes

Activity presentation

Tell the groups that they will each have about seven minutes to present their activities to the class and to display their charts on the wall. After each presentation, the observers will give their ‘two stars and one wish’.

Summary

Ask the participants what they found difficult about this activity.



Training module 5

Day 3

Session notes for IQTE trainers

Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting/ Sharing experiences	Session 1:a 9.30—10.30am Teaching English	Session 1: 9.30—10.30am Teaching English
Session 2: 10.30—11.30am Learning a second language	Session 2: 10.30—11.30am Teaching Maths	Session 2: 10.30—11.30am Teaching Maths
Tea break 11.30—12pm	Tea break 11.30—12pm	Tea break 11.30—12pm
Session 3: 12—1pm Learning to read	Session 3: 12—1pm Teaching Hausa	Session 3: 12—1pm Teaching Hausa
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 4: 2—3pm Teaching Maths	Session 4: 2—3pm Making materials	Session 4: 2—3pm Planning lessons
Wrap up 3—3.15pm	Wrap up 3—3.15pm	Session 5: 3—4pm Making materials
		Wrap up 4—4.15pm

Session 5

3—4pm

Making materials



Learning outcomes

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

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



Materials

Flip chart or chalkboard, markers

Two-syllable word flash cards (from Day 2)

Singular and plural picture flash cards (from Day 2)

Storyboard and stick puppets (from Day 2)

Session 5

3—4pm

Making materials

activity 01

Time
60 minutes

Making materials

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

Tell the participants that in this session they will finish making any materials that they didn't finish yesterday. Write the materials on the flip chart or chalkboard:

Two-syllable word flash cards

Singular and plural picture flash cards

Storyboard and stick puppets

Show the materials that you have made.

Wrap- up 4— 4.15pm



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 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.

materials

01

Addition, Subtraction and multiplication with regrouping

1 Addition

$$\begin{array}{r} \text{a)} \quad \begin{array}{cc} \text{T} & \text{U} \\ 5 & 7 \\ + 2 & 3 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} \text{b)} \quad \begin{array}{cc} \text{T} & \text{U} \\ 5 & 7 \\ + 2 & 3 \\ \hline 8 & 0 \end{array} \end{array}$$

one ten is traded from units to tens (1)

zero holds units place value

2 Subtraction

$$\begin{array}{r} \text{a)} \quad \begin{array}{cc} \text{T} & \text{U} \\ 5 & 7 \\ - 2 & 8 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} \text{b)} \quad \begin{array}{cc} \text{T} & \text{U} \\ (4) & \\ 5 & (1)7 \\ - 2 & 8 \\ \hline 2 & 9 \end{array} \end{array}$$

one ten is traded from tens to units column

materials

01

3 Multiplication

a)

	H	T	U
		2	3
x	1	5	

b)

one ten is traded from units to tens (1)

	H	T	U
		2	3 (15)
x	1	5	

one 100 is traded over

	1	1	5	unit value remains
+	2	3	0	zero holds units place value when tens place is multiplied

3	4	5
---	---	---

chart

01

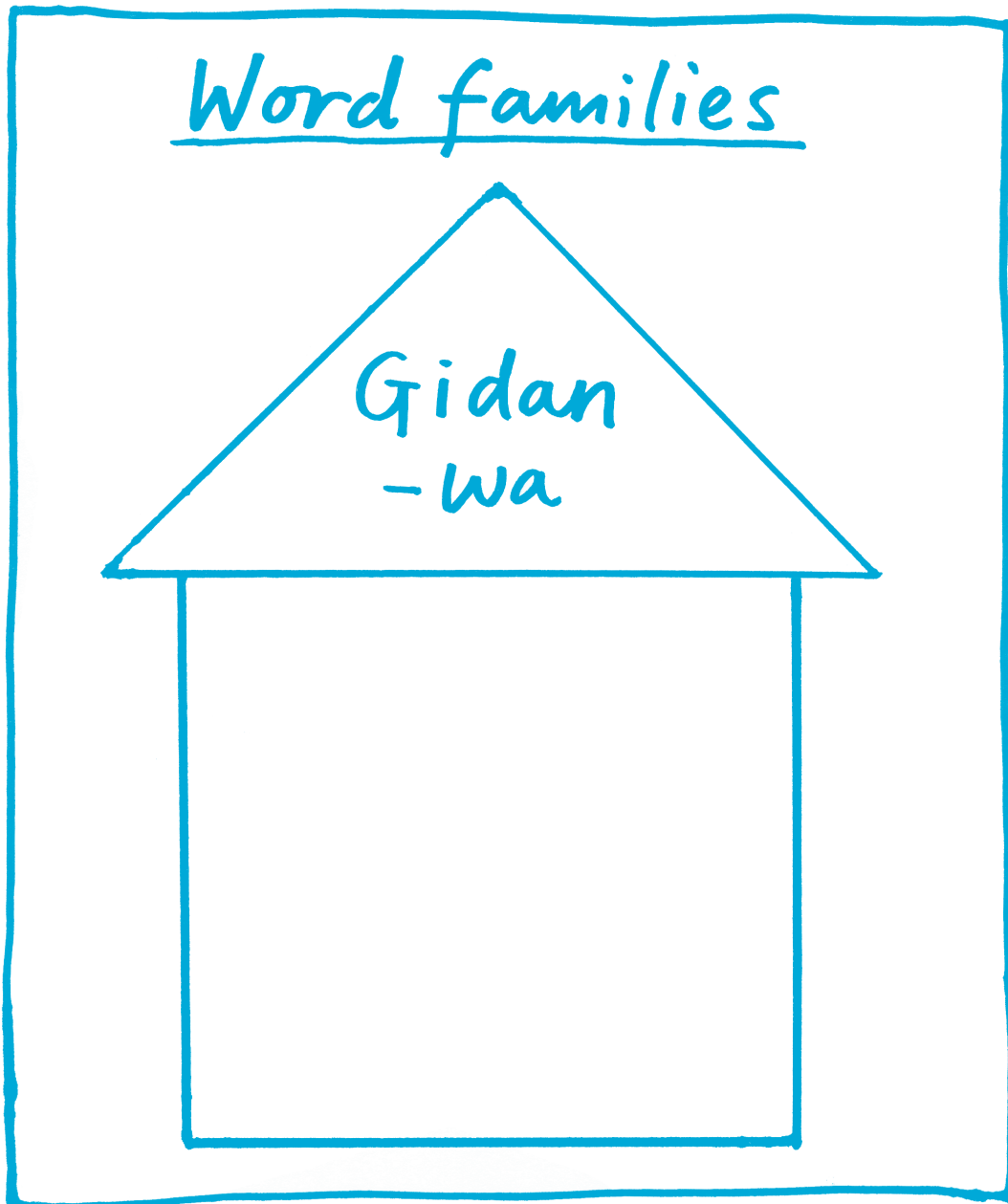
Addition regrouping poem

I add the units on the right
Ask, "Are there more than nine?"
The units of the sum I write
Then move the tens I find

materials

02

Note to facilitators
Draw the house on
flip chart paper. Write
each word on a separate
strip of paper.



-wa words

kuwa

zuwa

ruwa

handout

01

Note to facilitators
Translate the story into Hausa for the participants to use with their classes. Use the English or Hausa version in the session.

Anansi the spider - why wisdom is everywhere

A long time ago, Anansi the spider had all the wisdom in the world stored in a huge pot. Ngame, the sky god, had given it to him and told Anansi to share it with people. Every day, Anansi looked in the pot and learned more.

Anansi greedily thought, "I will not share the pot of wisdom. I will keep it for myself." He decided to hide the pot at the top of the tree. He tied one end of a vine firmly around the pot. He tied the other end around his waist so that the pot hung in front of him. He tried to climb the tree but the pot of wisdom was in his way. It bumped against his tummy.

Anansi's son saw his father. The son said, "If you tie the pot to your back, it will be easier to climb." Anansi tied the pot to his back and climbed easily.

But when Anansi got to the top of the tree, he was angry. "My young son had more sense than I, but I have the pot of wisdom!"

In his anger, Anansi threw down the pot of wisdom. The pot broke, and pieces of wisdom flew in every direction. People found the bits scattered everywhere. They took some home to their families and friends. That is why to this day, no one person has ALL the world's wisdom. People everywhere share small pieces of it with each other.

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Education Sector
Support Programme
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