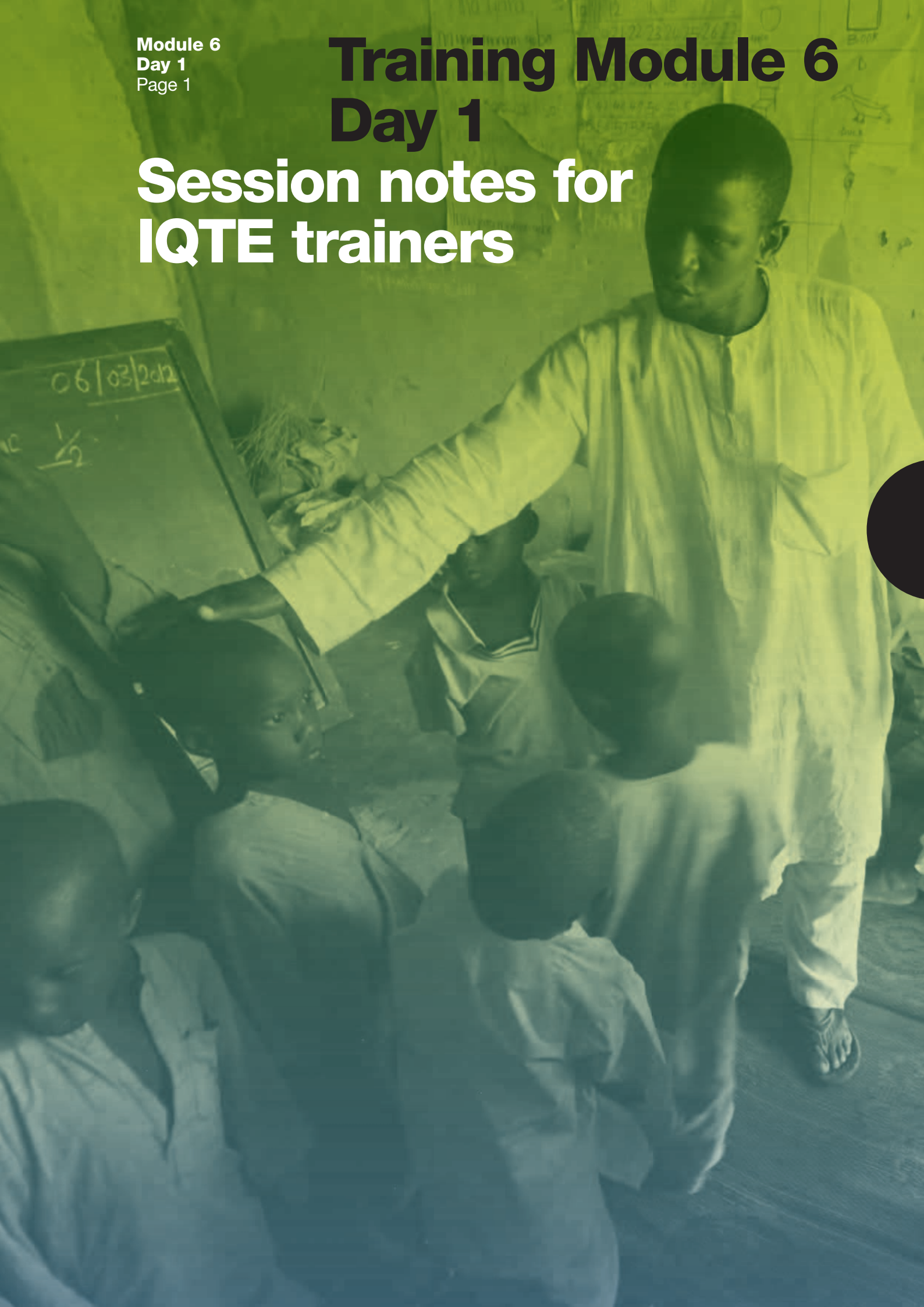


Training Module 6

Day 1

Session notes for IQTE trainers



Training Module 6

Day 1

Session notes for IQTE trainers



Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting/ Sharing a lesson or activity	Session 1: 9.30—10.30am Sharing a lesson or activity	Session 1: 9.30—10.30am Sharing an activity/ Hausa story preparation
Session 2: 10.30—11.30am Teaching Maths	Session 2: 10.30—11.30am The register	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 Teaching Hausa	Session 3: 12—1pm Teaching Maths	Session 3: 12—1pm Presenting Hausa stories
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 4: 2—3pm Sharing a lesson or activity	Session 4: 2—3pm Teaching Hausa	Session 4: 2—3pm Presenting Hausa stories
Session 5: 3—4pm Preparing Hausa story presentations	Session 5: 3—4pm Preparing Hausa story presentations	Wrap up 3—3.15pm
Wrap up 4—4.15pm	Wrap up 4—4.15pm	

To make:	Worksheet:	To collect:	Module 6
Presentation sign-up sheet	Maths problems, from New Methods Mathematics 1 and 2, on flip chart paper: addition, subtraction, multiplication with regrouping; fractions with shapes cut into halves, quarters, thirds	Pointer or stick	Day 1
Maths problem flash cards: new examples		Tsangaya Teachers' Book of Stories	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
Chart 1: Timetable Module 6	Chalk	Chart 5: The ladder of literacy	Chart: Best practices for presentations (from Session 1)	Tsangaya Teachers' Book of Stories
Chart 2: Best practices for presentations	Maths problem flash cards	Materials 1: Stages of literacy		Chart: Gari ya waye (from Session 3)
Presentation sign-up sheet	Chart 3: Fractions poem	Tape		Chart 9: Writing a Hausa story or poem
	Chart 4: Numerator and denominator poem	Chart 6: The three key activities of every Hausa lesson		A4 paper and crayons
	Worksheet: Maths problems	Chart 7: Gari ya waye		
	Notebooks and pens	Pointer or stick		
		Chart 8: Wall dictionary		
		Notebooks and pens		

Training Module 6

Day 1

Session notes for IQTE trainers



Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting/ Sharing a lesson or activity	Session 1: 9.30—10.30am Sharing a lesson or activity	Session 1: 9.30—10.30am Sharing an activity/ Hausa story preparation
Session 2: 10.30—11.30am Teaching Maths	Session 2: 10.30—11.30am The register	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 Teaching Hausa	Session 3: 12—1pm Teaching Maths	Session 3: 12—1pm Presenting Hausa stories
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 4: 2—3pm Sharing a lesson or activity	Session 4: 2—3pm Teaching Hausa	Session 4: 2—3pm Presenting Hausa stories
Session 5: 3—4pm Preparing Hausa story presentations	Session 5: 3—4pm Preparing Hausa story presentations	Wrap up 3—3.15pm
Wrap up 4—4.15pm	Wrap up 4—4.15pm	

Session 1

9.30—10.30am

Reconnecting/ Sharing a lesson or activity



Learning outcomes

By the end of this session, the participants will:

.....
have reviewed the ground rules

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

.....
have presented the assignment from Module 5 of sharing an original lesson or activity and/or given feedback to fellow participants after their presentation



Materials

Flip chart or chalkboard, markers

.....
Chart 1:
Timetable Module 6

.....
Chart 2:
Best practices for presentations

.....
Presentation sign-up sheet

Session 1
9.30—10.30am

Reconnecting/Sharing
a lesson or activity

activity 01 activity 02 activity 03

Time 10 minutes	Time 10 minutes	Time 10 minutes
Reconnecting	Reviewing the ground rules	The timetable for the week
<p>Welcome the participants back, and ask volunteer to lead an opening prayer. Then ask a volunteer to lead a song or game from their childhood or from a past training. Suggest a song or game if they have no ideas and ask a volunteer to lead it.</p> <p>Do a grouping activity so that the participants are seated evenly at four or five tables.</p>	<p>Ask, ‘Which ground rules did we agree to that made our work go smoothly?’ Tell the participants to discuss the question in their groups. After a few minutes, tell them to choose the most important positive behaviour from the ones that they discussed.</p> <p>Bring the whole class together. Ask each group in turn for their answer. The co-facilitator writes the answers on the flip chart.</p> <p>Ask the class to look at the list, and remove similarities and clarify vague statements before agreeing to no more than six points. Make sure that punctuality is one of the ground rules. Display the rules in the training room.</p>	<p>Show Chart 1: Timetable Module 6 and give the participants time to read through it.</p> <p>Then ask what is different in this training from the last one. (Possible answers are: presenting the assignment from Module 5, Hausa story activity.) Then ask, ‘What is the same?’ (Teaching Hausa and Maths)</p> <p>Ask if they have any questions. Then put the timetable on the wall for reference throughout the training.</p>

activity

04

Time
30 minutes

**Sharing a lesson
or activity**

Note to facilitators

As the facilitator, you need to foster a mood of working together. Stay engaged with each presentation to show the participants the importance of consistency.

Have high expectations and, at the same time, be encouraging to those who are not skilled at public speaking.

Remind the participants of the assignment that they were given in Module 5 to create a lesson or activity to share during Module 6. They were asked to write notes on flip chart paper to share with their fellow participants.

Tell them that during this session there will be time for three of them to present their lesson or activity. Each one will have five minutes to present and take questions.

Tell them that you will be the timekeeper and that you will give them a sign when they have one minute left. After each presentation, the observers will have two to three minutes maximum to give their 'two stars and one wish' to the presenter.

Before they begin, show [Chart 2: Best practices for presentations](#) to remind them of what makes for an interesting presentation. Then begin the presentations.

Summary

Close the session by asking what they liked most about the first set of presentations.

Tell them that will have three more presentation sessions during this training. Display the [presentation sign-up sheet](#) for the three other 'sharing a lesson or activity' sessions. Ask a support teacher to be in charge of the sign-up sheet. The support teacher will ask the participants to sign their name in one of the slots so that they are ready to present on the day that they choose.

Training Module 6

Day 1

Session notes for IQTE trainers



Day 1	Day 2	Day 3
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Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 4: 2—3pm Sharing a lesson or activity	Session 4: 2—3pm Teaching Hausa	Session 4: 2—3pm Presenting Hausa stories
Session 5: 3—4pm Preparing Hausa story presentations	Session 5: 3—4pm Preparing Hausa story presentations	Wrap up 3—3.15pm
Wrap up 4—4.15pm	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 needed for teaching Maths Scheme of Work objectives for Year 1

be able to explain why ‘say and do’ activities such as reciting poems and doing movements help children to learn Maths skills



Materials

Flip chart or chalkboard, markers

Chalk

Maths problem flash cards

Chart 3:
Fractions poem

Chart 4:
Numerator and denominator poem

Worksheet:
Maths problems

Notebooks and pens

Session 2:

10.30—11.30am

Teaching Maths

activity 01

Time
15 minutes

**Daily mental work
practice**

Note to facilitators

Divide the participants and support teachers into two equal groups for this session and have one group move to another room. There should be one facilitator with each group.

Tell the participants that they will continue to work on mental Maths and regrouping with addition, subtraction and multiplication in this week's training but will also review fractions and time.

Tell them that this is a very hands-on session during which they will practise the necessary skills to support their pupils' learning.

Explain that they will play a game, 'race to the chalkboard', which builds pupils' long-term memory of basic Maths facts. Tell them that they can play the game for about five minutes at the beginning of each Maths lesson.

Divide the participants into two teams and ask them to stand in two lines facing the chalkboard. Each line is a team. Give the first person in each line a piece of [chalk](#).

Explain that you will say or show a [Maths problem flash card](#). The first person in each team will solve the problem mentally and run to the chalkboard and write the answer as quickly as they can. The first person to write the correct answer gets a point for their team, and the team with the most points wins. (Tell them whether each member must solve their own problem or whether other team members can help, and what the rules are in each case.)

Start the game with the first person in each line. After their turn, these two players go to the end of their line and the game continues with the next two players in line.

activity 02

Time
20 minutes

Working with fractions

While the participants are standing, tell them a short story about a tree that you (or your brother) used to climb as a child. Tell them that you liked to climb it carefully, so first you climbed it just so far (crouch down to the ground and lift yourself a quarter of the way up), then a bit more (a third of the way up), and then halfway up, and then you reached the top.

Show [Chart 3: Fractions poem](#). Say each line in turn with the participants repeating the line after you. Do this twice. Then ask them to recite the poem with you twice.

Ask everyone to sit down. Draw a simple palm tree on the flip chart or chalkboard and ask volunteers to show '1/4', '1/3', '1/2', '1' by drawing lines through the tree at these different measurements.

Explain how these lines show the fraction bar. Point out that, in a fraction, the number on the top is the numerator and write 'numerator'. Point out that the number on the bottom is the denominator and write 'denominator'.

Show [Chart 4: Numerator and denominator poem](#). Ask the whole class to stand and recite the poem with you in the same way as you did the Fractions poem. Act out the poem with enthusiasm.

activity 03

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, helping where necessary.

Summary

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

Training Module 6

Day 1

Session notes for IQTE trainers



Day 1	Day 2	Day 3
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Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 4: 2—3pm Sharing a lesson or activity	Session 4: 2—3pm Teaching Hausa	Session 4: 2—3pm Presenting Hausa stories
Session 5: 3—4pm Preparing Hausa story presentations	Session 5: 3—4pm Preparing Hausa story presentations	Wrap up 3—3.15pm
Wrap up 4—4.15pm	Wrap up 4—4.15pm	

Session 3

12—1pm

Teaching Hausa



Learning outcomes

By the end of this session, the participants will:

.....
have reviewed the 'ladder of literacy' steps

.....
be able to identify the three activities of every Hausa lesson

.....
have experienced and be able to explain some child-centred activities for teaching children to read and write in Hausa



Materials

Flip chart or chalkboard, markers

.....
Chart 5:
The ladder of literacy

.....
Materials 1:
Stages of literacy

.....
Tape

.....
Chart 6:
The three key activities of every Hausa lesson

.....
Chart 7:
Gari ya waye

.....
Pointer or stick

.....
Chart 8:
Wall dictionary

.....
Notebook and pens

Session 3

12—1pm

Teaching Hausa

activity 01

Time
15 minutes

Reviewing the ladder of literacy

Tell the participants how you learned to read as a child, especially how it took some time. Show [Chart 5: The ladder of literacy](#) with just the first stage, 'getting ready to read' from [Materials 1: Stages of literacy](#).

Ask volunteers to explain one of the other stages to the class. Ask probing questions if necessary. Once the volunteer (with the help of others if needed) describes a stage, [tape](#) the set of skills of that stage to the ladder.

Ask, 'Which stage are your pupils in?' (early reader stage) Then ask, 'What are some of the activities that you have been doing that support the "early reader stage"?' (Possible answers are: dictation, Do you know my sound? game, matching syllable cards, creating word families. The participants may have thought of some original activities as well.)

activity

02

Time
15 minutes

The three key activities of every Hausa lesson

Show only the title of [Chart 6: The three key activities of every Hausa lesson](#).

Explain that it is important for teachers to remember that pupils need to be active in three key literacy activities in each Hausa lesson. These three activities ensure that the children will learn to read and write on their own.

Ask, 'What is one of the three key activities?' If they are not sure, ask probing questions such as:

'How can children learn to read sentences and stories?

'Do you think copying your sentences off the chalkboard will help the pupils to learn to read and write? Why or why not?'

'What if children are writing their letters or words from right to left?'

After a few volunteers have given their opinions, uncover each activity on the chart one by one and ask a volunteer to read it. Explain that during this training you will give them more specific activities for reading and writing to move their pupils into the 'growing reader' stage. Show Chart: The ladder of literacy again. Ask if they have any questions about the handwriting work of each Hausa lesson.

activity 03

Time
30 minutes

**Stories, songs
and poems for learning
to read and write**

Ask, 'What is the "sharing news" activity?' (One or two pupils describe news from their family or neighbourhood. The teacher writes sentences in simple language and draws pictures, modelling the process. Then the teacher models reading the sentences and showing how reading and writing help us communicate news and ideas. The teacher can have pupils write the sentences when they are able.)

Ask probing questions to guide the participants to give all this information if necessary.

Ask, 'Why should we use this activity in every Hausa lesson?' (It teaches basic reading and writing – 'talking on paper'.)

Remind the participants to sometimes write these news items on flip chart paper so that the class can read them again. Tell them that they should do the 'sharing news' activity for five to ten minutes each day.

Explain that you will introduce more activities that have pupils reading sentences and paragraphs so that they can move to the next step of literacy, 'growing reader'. For these activities they will use short poems, songs and stories, either ones from the Hausa readers or ones that they have made up.

Tell the participants that you will now guide them through some activities as if they were the pupils.

1 Introducing a story, song or poem

Explain that you will begin by demonstrating how to introduce a story, song or poem for the first time. Show [Chart 7: Gari ya waye](#), and follow these steps:

Point to the drawing, and ask the participants questions about it to arouse their interest.

Read the story aloud to the class using the [pointer](#) or [stick](#) to follow the words.

Have the class read the story with you a few times.

2 Activities for the day after

Tell the participants that you will now demonstrate what to do with a story, song or poem the day after introducing it. Follow these steps:

Read the story aloud to the class first using the pointer or stick to follow the words.

Have the class read the story with you a few times.

Ask a volunteer to read aloud to the class using the pointer or stick to follow to the words.

Have as many participants as possible read the story aloud, either alone or with a partner.

Ask questions such as:

‘Where was the rooster and his family?’

‘What did he do?’

‘Which do you like more, roosters or chickens?’

‘Why?’

3 Activities with new words

Tell the participants that you will now demonstrate activities to do with new words from a story, song or poem after reading.

Choose one or more words from the story that you think would be new to their pupils to use as an example. Then follow these steps:

Write the word(s) on the flip chart or chalkboard.

Explain how to spell and read them. Show other words that are spelled similarly.

Have the participants write the words in their [notebook](#) and read them together.

Write the words on [Chart 8: Wall dictionary](#).

Tell the participants that they should have their pupils practise reading and spelling new words over the course of a week.

Summary

Ask, ‘What are the three main areas of a Hausa lesson?’ Then ask, ‘Why it is important for children to read and write every day?’ Ask if there are any questions and/or other activities that they use in their classes.

Training Module 6

Day 1

Session notes for IQTE trainers



Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting/ Sharing a lesson or activity	Session 1: 9.30—10.30am Sharing a lesson or activity	Session 1: 9.30—10.30am Sharing an activity/ Hausa story preparation
Session 2: 10.30—11.30am Teaching Maths	Session 2:a 10.30—11.30am The register	Session 2: 10.30—11.30am Teaching Maths
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Session 3: 12—1pm Teaching Hausa	Session 3: 12—1pm Teaching Maths	Session 3: 12—1pm Presenting Hausa stories
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 4: 2—3pm Sharing a lesson or activity	Session 4: 2—3pm Teaching Hausa	Session 4: 2—3pm Presenting Hausa stories
Session 5: 3—4pm Preparing Hausa story presentations	Session 5: 3—4pm Preparing Hausa story presentations	Wrap up 3—3.15pm
Wrap up 4—4.15pm	Wrap up 4—4.15pm	

Session 4

2—3pm

Sharing a lesson or activity



Learning outcomes

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

presented a lesson or activity and/or given feedback to fellow participants after their presentation



Materials

Flip chart or chalkboard, markers

Chart:
Best practices for presentations
(from Session 1)

Session 4

2—3pm

Sharing a lesson or activity

activity 01

Time
60 minutes

Sharing a lesson or activity

Note to facilitators

Make sure that during this session ten participants present their lesson or activity or you will not have enough time for all participants. It's crucial to keep to the time limit.

Remind the participants of a presentation from this morning that was done well. Refer to [Chart 1: Best practices for presentations](#) as you speak about the presentation.

Tell the participants that during this session there will be time for ten of them to present their lesson or activity. Remind them that each one will have five minutes to present and to take questions.

Tell them that you will be the timekeeper and that you will give them a sign when they have one minute left. After each presentation, the observers will have two to three minutes maximum to give their 'two stars and one wish' to the presenter.

Summary

Close the session by asking the class what they liked most about this set of presentations.



Training Module 6

Day 1

Session notes for IQTE trainers



Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting/ Sharing a lesson or activity	Session 1: 9.30—10.30am Sharing a lesson or activity	Session 1: 9.30—10.30am Sharing an activity/ Hausa story preparation
Session 2: 10.30—11.30am Teaching Maths	Session 2: 10.30—11.30am The register	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 Teaching Hausa	Session 3: 12—1pm Teaching Maths	Session 3: 12—1pm Presenting Hausa stories
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 4: 2—3pm Sharing a lesson or activity	Session 4: 2—3pm Teaching Hausa	Session 4: 2—3pm Presenting Hausa stories
Session 5: 3—4pm Preparing Hausa story presentations	Session 5: 3—4pm Preparing Hausa story presentations	Wrap up 3—3.15pm
Wrap up 4—4.15pm	Wrap up 4—4.15pm	

Session 5

3—4pm

Preparing Hausa story presentations



Learning outcomes

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

.....
worked with a partner to create a short Hausa story and a child-centred activity based on the story which extends the pupils' learning



Materials

Flip chart or chalkboard, markers

.....
Tsangaya Teachers' Book of Stories

.....
Chart:
Gari ya waye
(from Session 3)

.....
Chart 9:
Writing a Hausa story or poem

.....
A4 paper and crayons

Preparing Hausa story presentations

activity 01

Time
60 minutes

Preparing Hausa story presentations

Explain to the participants that they will create a book of Hausa stories, songs and poems, together with a collection of learning activities based on these, to take back to their schools.

They will work in pairs to write one page of the book, which will include a simple story, song or poem and a drawing.

Show the [Tsangaya Teachers' Book of Stories](#).

Remind the participants of how simple the story should be by showing them [Chart: Gari ya waye](#) that you used earlier. Remind them the story and drawing to do with the greatest skill and neatness. They will take it back to one of their classrooms and it will be photographed for the Islamiyya Teachers' Book of Stories.

The learning activities will also be collected at the end of the training and photocopied so that everyone can take these resources back to their classrooms.

Show [Chart 9: Instructions writing a Hausa story or poem](#). Ask volunteers to read aloud each instruction, and ask if there are any questions.

Tell the participants to work with a partner. Have at least one support teacher sit at each table, helping especially with activity ideas. Move around the room, checking for quality and giving support and positive feedback.

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 a closing prayer.

Training Module 6

Day 1

Charts/handouts

The charts, handouts and other materials needed for each day are illustrated here.

You will need to prepare these materials before each of the day's training begins.

chart 01

Timetable module 06



Day 1

Session 1:
9.30—10.30am
Reconnecting/
Sharing a lesson
or activity

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
Sharing a lesson
or activity

Session 5:
3—4pm
Preparing Hausa
story presentations

Wrap up
4—4.15pm



Day 2

Session 1:
9.30—10.30am
Sharing a lesson or
activity

Session 2:
10.30—11.30am
The register

Tea break
11.30—12pm

Session 3:
12—1pm
Teaching Maths

Lunch
1—2pm

Session 4:
2—3pm
Teaching Hausa

Session 5:
3—4pm
Preparing Hausa
story presentations

Wrap up
4—4.15pm



Day 3

Session 1:
9.30—10.30am
Sharing an activity/
Hausa story
preparation

Session 2:
10.30—11.30am
Teaching Maths

Tea break
11.30—12pm

Session 3:
12—1pm
Presenting Hausa
stories

Lunch
1—2pm

Session 4:
2—3pm
Presenting Hausa
stories

Wrap up
3—3.15pm

Best practices for presentations

Before your presentation, make sure that:

- you practise what you are going to say
- you prepare a chart of the description that is neat and interesting to read.

During your presentation, make sure that:

- you use a teacher voice
- you get the fellow participants involved in doing a part of the activity
- you let fellow participants ask questions
- you finish within the time limit.

chart

03



Fractions poem

Fractions (stretch your right arm out)
Fractions (stretch your left arm out)
All around me (turn around)
As I climb (act as if you are climbing)
A fraction tree

First one quarter (crouch down and rise $\frac{1}{4}$)
Then one third (lift to $\frac{1}{3}$)
Then one half (lift to halfway)
I see a bird (act as if you see a bird)

Then three quarters (lift to $\frac{3}{4}$)
Near the top (more)
At one whole (stand tall)
I better stop!

chart

04

Numerator and denominator poem

N for numerator

N for on top

F for fractions

That never stop!

Starts with N

on the top

N for numerator

N for on top!

D for denominator

D for down

F for fractions

All around!

Starts with D

Near the ground

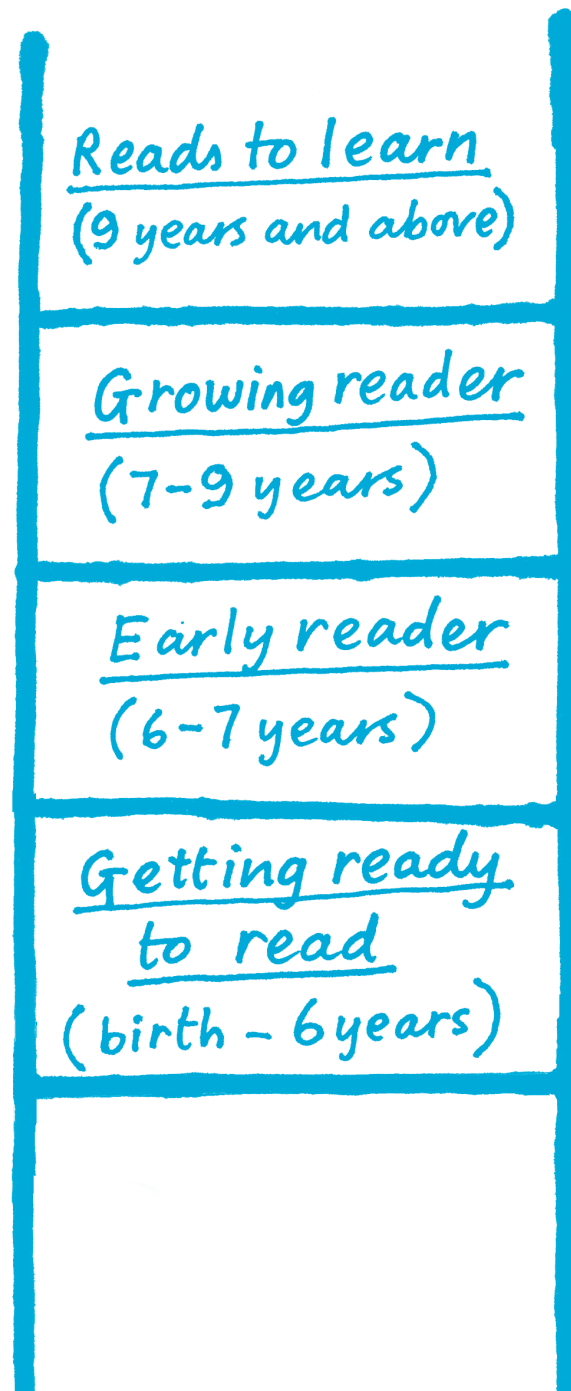
D for denominator

D for down!

chart

05

Ladder of literacy



materials

01

Note to facilitators

Write each stage of literacy on a separate piece of A4 paper and put them in an envelope. Each group will need an envelope with the four stages.

Stages of literacy

a)

The child has had enough instruction and practice with reading to become more independent. These readers:

- read more smoothly, expressively and correctly without sounding everything out
- read silently to themselves
- listen to their own reading for meaning and self-correct as needed
- still need some help from better readers
- often reread books so they can concentrate on meaning and build their fluency

b)

The child begins formal reading instruction at school. Reading is usually slow for most pupils so teachers must go slowly and be kind.

These readers may:

- identify most letters by name
- use what they know about consonants and vowels to blend together simple words such as d-a, b-a-b-a, and so on
- read a few common words
- use pictures, story patterns, context and memory along with phonics to make sense of print

c)

These readers have mastered the code. They:

- sound out unfamiliar words easily and read with fluency
- are now ready to read information to gain information

d)

The child listens to the language, speaks it, sings it, and learns how to rhyme.

Developing readers may:

- begin to learn the letters of the alphabet and their sounds
- know some letter names and some letter-sound associations
- read some words and letters
- imitate reading
- still not know what a letter or word is

chart

06

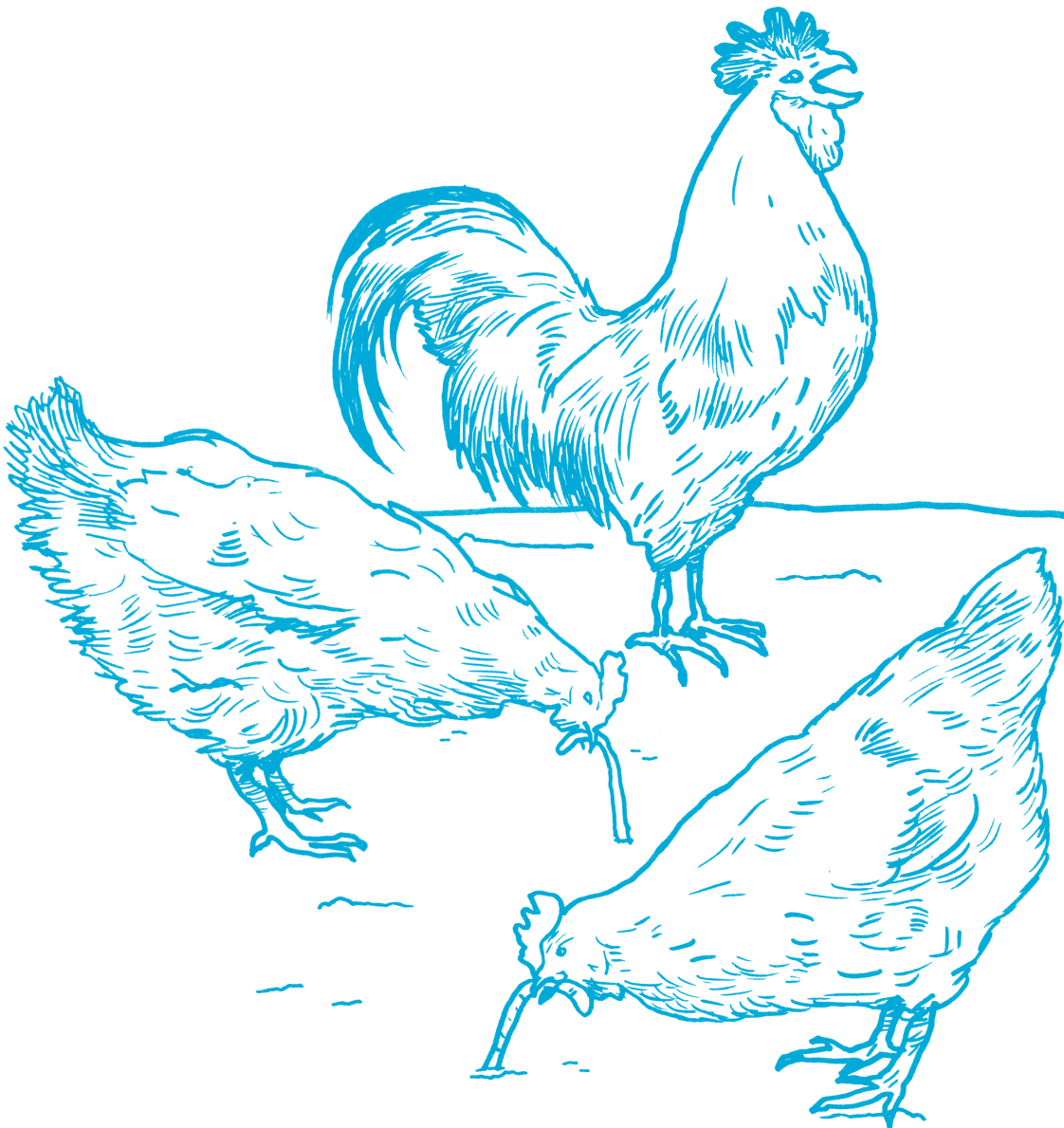
The three key activities of every Hausa lesson

<p>1 Handwriting 5-10 minutes each day</p>	<p>Teach the correct formation of the letters of the alphabet. Pupils need enough practice in handwriting to remember how the letters are formed and that we write left to right. The pupils do the writing in their notebooks each day. Do this every day until they are capable. Then practise three times a week.</p>
<p>2 Children writing 10-20 minutes each day</p>	<p>Pupils need to write independently each day, <u>not copy what the teacher writes only</u>. Before writing, pupils need to talk about what they want to write and draw a picture either before or after writing. Have them write as much as they can on their own, even if it is just a word or two at first.</p>
<p>3 Children reading 10-20 minutes each day</p>	<p>Pupils need to read every day. Make reading materials <u>with</u> pupils. Materials include: Sharing news board, short stories, and handmade books.</p>

chart 07

Gari ya Waye

Gari ya waye
Zakara yana cara
Kaza da 'ya'ya suna tono tsutsa



Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh

[illegible][illegible]

Writing a Hausa story or poem

With your partner :

- ① Write your own story or poem or one that you know from your childhood or one from a Hausa reader.
- ② Write the story neatly on flip chart paper with a drawing to illustrate it.
- ③ Create a learning activity based on the story.
- ④ Write the clear instructions for the activity on A4 paper so that another teacher can follow them.
- ⑤ Decide how to divide up the work between you and your partner.
- ⑥ Practise your two - to four - minute explanation of the activity. Make the explanation lively.



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