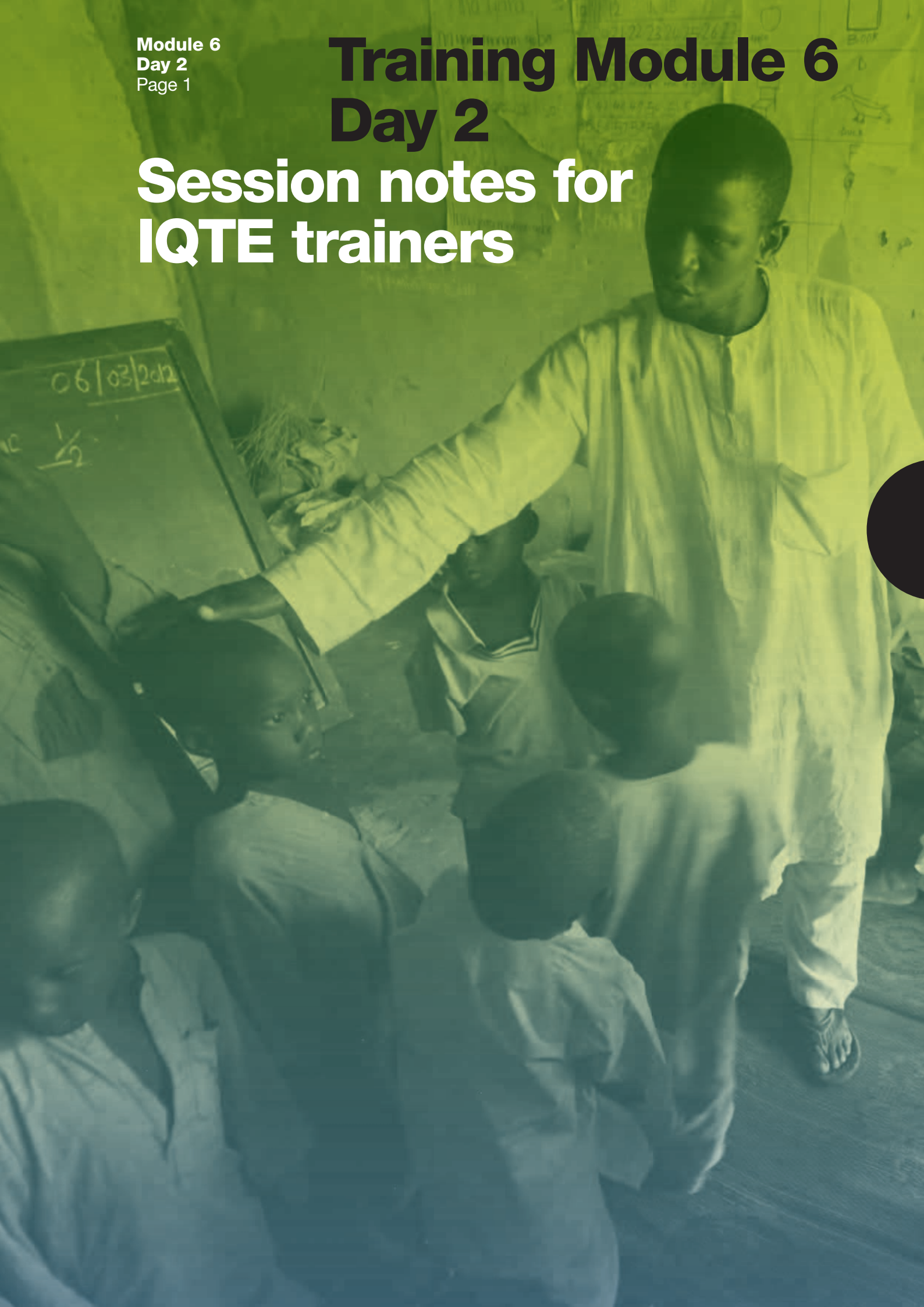


Training Module 6 Day 2

Session notes for IQTE trainers



Training Module 6

Day 2

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 a lesson or activity/Hausa story preparation
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Wrap up 4—4.15pm	Wrap up 4—4.15pm	

To make:

Maths problem
flash cards:
new problems

Worksheet:

Maths problems,
from New Methods
Mathematics 2,
on flip chart paper:
addition, subtraction,
multiplication
with regrouping;
fractions with shapes
cut into halves,
quarters, thirds;
adding fractions
with common
denominators

To collect:

Class registers or
sample pages

Pointer or stick

Tsangaya Teachers'
Book of Stories

Module 6**Day 2**

Page 3

Session 1:**Materials/Charts/
Handouts**

Flip chart or
chalkboard, markers

Chart:
Best practices
for presentations
(from Day 1)

Session 2:**Materials/Charts/
Handouts**

Flip chart or
chalkboard, markers

Class registers

Session 3:**Materials/Charts/
Handouts**

Flip chart or
chalkboard, markers

Maths problem
flash cards

Chart:
Fractions poem
(from Day 1)

Chart:
Numerator and
denominator poem
(from Day 1)

Chart 1:
Fraction bar poem

Materials 1:
Fraction bar game

Worksheet:
Maths problems
Notebooks and pens

Session 4:**Materials/Charts/
Handouts**

Flip chart or
chalkboard, markers

Chart:
The ladder of literacy
(from Day 1)

Chart:
The three key
activities of every
Hausa lesson
(from Day 1)

Chart:
Gari ya waye
(from Day 1)

Pointer or stick

Notebooks and pens

Slips of A4 paper
and tape

Session 5:**Materials/Charts/
Handouts**

Flip chart or
chalkboard, markers

Tsangaya Teachers'
Book of Stories

Chart:
Gari ya waye
(from Day 1)

Chart:
Writing a Hausa story
or poem
(from Day 1)

A4 paper and crayons

Training Module 6

Day 2

Session notes for IQTE trainers

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Wrap up 4—4.15pm	Wrap up 4—4.15pm	

Session 1

9.30—10.30am

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 Day 1)

Session 1

9.30—10.30am

Sharing a lesson or activity

activity 01

Time
60 minutes

Sharing a lesson or activity

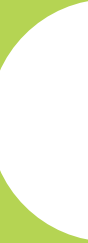
Ask a volunteer to lead the class in an opening prayer. Then ask a volunteer to suggest a game or song to begin the day.

Show [Chart: Best practices for presentations](#) to remind the participants about best practices.

Tell the participants that during this session there will be time for between seven and nine 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 for the presentations 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 2

Session notes for IQTE trainers

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Wrap up 4—4.15pm	Wrap up 4—4.15pm	

Session 2

10.30—11.30am

The register



Learning outcomes

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

.....
**practised entry of
names in the register,
marked daily attendance,
added weekly and
termly totals, and
computed percentages
and averages**



Materials

Flip chart or chalkboard,
markers

.....
Class registers

Session 2

10.30—11.30am

The register

activity 01

Time
30 minutes

Weekly computations

Ask the participants how they have been doing with their registers so far. Do they have any questions or concerns? Raise any of your own concerns.

Tell them that in this session they will review filling in the class register and do weekly and termly computations. They will start with weekly computations.

Divide them into groups of four. Give each group [flip chart paper](#) and [markers](#). Explain that they will draw a typical page from their [class register](#) and enter ten names. They will mark three weeks' attendance and then find the daily and weekly totals. Give them 20 minutes for this task.

Move around the room, helping where necessary. Then bring the whole class together. Tell the groups to display their work. Ask if they have any questions.

activity 02

Time
30 minutes

Termly computations

Tell them that they will now work in the same groups on termly computations. Ask them to draw the appropriate columns on flip chart paper and use the weekly totals from Activity 1 to compute the termly totals.

Move around the room while they are working, helping where necessary. Give them 20 minutes for this task.

Then bring the whole class together. Tell the groups to display their work. Ask if they have any questions.

Summary

Ask if they now feel confident in using the class register. Ask for any clarifying questions.



Training Module 6

Day 2

Session notes for IQTE trainers

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Session 3

12—1pm

Teaching Maths

Module 6
Day 2
Page 13



Learning outcomes

By the end of this session, the participants will:

be able to identify and have practised 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:
Fractions poem
(from Day 1)

Chart:
Numerator and denominator poem
(from Day 1)

Chart 1:
Fraction bar poem

Materials 1:
Fraction bar game

Worksheet:
Maths problems

Notebooks and pens

Session 3

12—1pm

Teaching Maths

activity

01

activity

02

activity

03

Time 10 minutes	Time 10 minutes	Time 15 minutes
Daily mental work practice	Fraction poems	Fraction bar game

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.

Ask the participants if they have any questions from yesterday’s work. Remind them that they should plan five minutes of mental Maths work for each Maths class.

Ask volunteers to remind the class how to play the ‘race to the chalkboard’ game. Ask if any participant is ready to lead the game. If a participant volunteers, give them the [Maths problems flash cards](#) and any help that they might need.

Ask the participants to tell you one thing that they remember about the fractions work from yesterday. Give them some clues if necessary. Then ask, ‘How do poems help children learn Maths?’ Take their ideas.

Show [Chart: Fractions poem](#) and [Chart: Numerator and denominator poem](#). Ask the participants to stand and recite the poems with you, acting them out.

Then show [Chart 1: Fraction bar poem](#). Read the poem to the class, acting out the movements. Then have the class read and act out the poem with you a second and third time.

Tell the participants that they will play the ‘fraction bar’ game. Follow these steps:

Ask all the participants to stand and form a big circle.

Choose four participants to move one by one into the centre of the circle, counting off the numbers up to ‘4’ as they do: ‘1’, ‘2’, ‘3’, ‘4’.

Explain that these four participants represent the number ‘4’.

Ask another participant to be the ‘fraction bar’. This participant stands by you.

Explain that the ‘fraction bar’ loves equal parts, keeping order and dividing numbers equally.

activity 04

Tell the four participants in the centre of the circle that, when the 'fraction bar' comes through and divides them, they must follow the instructions.

Tell the participants in the big circle that they are 'inspectors'. You will say a fraction and they will tell the 'fraction bar' to 'Go' and do the work. After the 'fraction bar' has done the work, they will inspect the 'bar' by saying the correct fraction sentence and checking if the 'bar' is correct.

Call out, 'Half'. The 'inspectors' say, 'Go' and the 'fraction bar' does the work (half of 4).

The inspectors then call out the correct fraction sentence, 'Half of 4 is 2' (since there will now be two participants in each half).

Continue in the same way with a new 'fraction bar' and a new 'number' in the centre of the circle. Use the numbers and fractions in [Materials 1: Fraction bar game](#).

Keep the game moving quickly. Begin with the simplest fraction ($\frac{1}{2}$), then go on to $\frac{1}{4}$, $\frac{3}{4}$, and lastly $\frac{1}{3}$. Always ask another participant to help the 'fraction bar' participant if necessary.

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 when necessary.

Summary

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

Training Module 6

Day 2

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Wrap up 4—4.15pm	Wrap up 4—4.15pm	

Session 4

2—3pm

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:
The ladder of literacy (from Day 1)

.....
Chart:
The three key activities of every Hausa lesson (from Day 1)

.....
Chart:
Gari ya waye (from Day 1)

.....
Pointer or stick

.....
Notebooks and pens

.....
Slips of A4 paper and tape

Session 4

2—3pm

Teaching Hausa

activity 01

Time
10 minutes

Reviewing the ladder of literacy

Show [Chart: The ladder of literacy](#) with the stages covered. Review the 'ladder of literacy', asking probing questions so that the participants explain the stages. Then uncover the stages and check that they included all the points.

.....
Show [Chart: The three key activities of every Hausa lesson](#). Follow the same steps as above.

.....
Then show [Chart: Gari ya waye](#). Ask a volunteer to come out and read it aloud, following the words with the [pointer](#) or [stick](#).

activity

02

Time
50 minutes

Activities to use with Hausa stories

Tell the participants that you will lead them through some activities which help pupils to learn to read and spell. They will do the activities as if they were the pupils.

1 Remembering the story, part 1

Tell the participants that they would use the first activity two to three days after introducing a story to the class and reading it together.

Take Chart: Gari ya waye off the wall so that no one can see it.

Ask the participants to tell you about the story. Write what they say in full sentences on the flip chart or chalkboard as they speak. Remind them that writing is 'talking on paper'.

Then show Chart: Gari ya waye and read it with them again. Compare it with the story that they dictated to you.

Have as many participants as possible read the story on the chart or the one that the class dictated to you, either alone or with a partner.

2 Remembering the story, part 2

Tell the participants that they would do this second activity with their pupils the next day.

Ask the participants either to draw pictures and write single words from the story or to write their own versions of the story in their [notebooks](#), helping each other when needed.

Give time for some of the participants to show their drawings and read their stories in groups.

3
Secret word

Choose a word in the story as your 'secret word'.

Tell the participants that you have chosen a 'secret word'. You will give them clues to find it. After each clue, they should write down their guess.

Give very general clues at first (for example, the word has two 'a' sounds in it) and then more detailed clues (for example, it has a 'c' sound at beginning).

After each clue, they should hold up their word for you to see. Tell them not to call out the word.

When one participant guesses the correct 'secret word', nod and that participant can give another clue to the rest of the class.

After leading the activity yourself, ask a volunteer to lead the activity with a different 'secret word'.

4
Dash dash

Read the story again with the participants.

Then tell them to put their heads down while you cover word(s) in the story with [slips of A4 paper](#) and [tape](#).

Ask the participants to read the story with you, leaving a pause for each missing word.

Tell the participants to write the missing word(s) in their notebooks and one participant to write it on the chalkboard.

Ask another participant to remove the pieces of paper from the story to check.

Do this activity a few times.

After leading the activity yourself, ask a volunteer to lead the activity by covering different words.

Finish by reading the story in full again.

Summary

Ask, 'Why do we have many different activities for the pupils to do with one story? Why don't the pupils just copy the story from the chalkboard?' Take their ideas.



Training Module 6

Day 2

Session notes for IQTE trainers

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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 one 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 Day 1)

Chart:
Writing a Hausa story or poem
(from Day 1)

A4 paper and crayons

Session 5

3—4pm

Preparing Hausa story presentations

activity 01

Time
60 minutes

Preparing Hausa story presentations

Tell the participants that during this session they will continue working with their partners preparing their Hausa story presentation.

Ask volunteers to remind the rest of the class what the assignment is. Then show [Chart: Writing a Hausa story or poem](#) and check that they included all the points.

Ask the participants if they have any questions or concerns. Show any excellent work that has already been done.

Tell the participants to begin working with their partner. Have at least one support teacher sit at each table, helping where necessary. 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 for a volunteer to lead the class in a closing prayer.

Training Module 6

Day 2

Charts/handouts

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

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

chart 01

Fraction bar poem

I am the fraction bar
Splitting the world in two
Or maybe three
Or four
Or 102!

Numerators, denominators
They change all the time
Yet here am I
Straight and true
Keeping order
Like so few

materials

01

Note to facilitators
Use these numbers
to play the fraction bar
game.

Fraction bar game

even numbers to be divided by $\frac{1}{2}$:

2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24

even numbers to be divided by $\frac{1}{4}$:

4, 8, 12, 16, 20, 24

even numbers to be divided by $\frac{3}{4}$:

4, 8, 12, 16, 20, 24

even numbers to be divided by $\frac{1}{3}$:

6, 9, 12, 15, 18, 21, 24



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