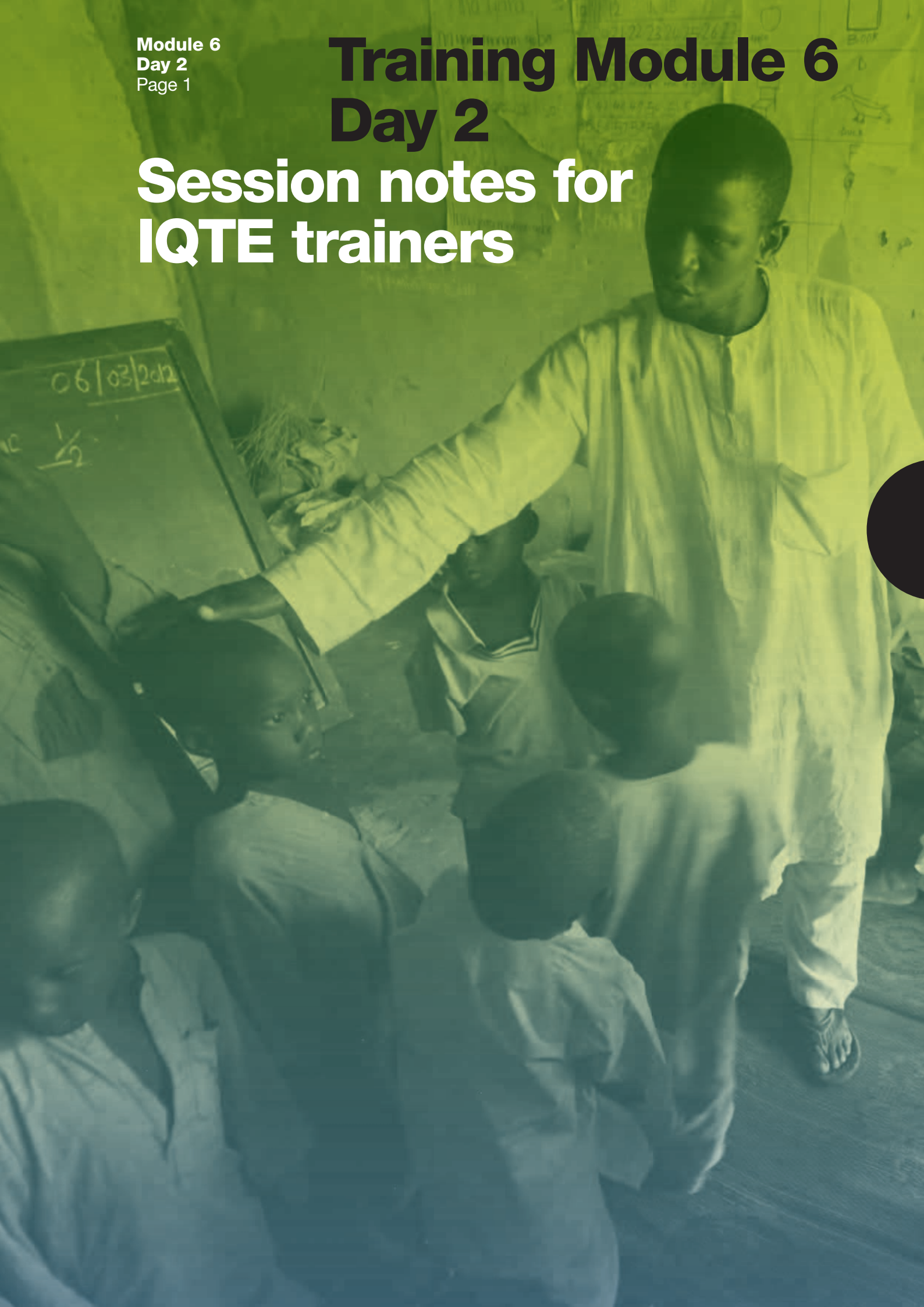


# Training Module 6 Day 2

## Session notes for IQTE trainers



# Training Module 6

## Day 3

### Session notes for IQTE trainers

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

<b>To make:</b>	Worksheet: Maths problems, from New Methods Mathematics 2, on flip chart paper:
Maths problem flash cards: new examples	addition, subtraction, multiplication with regrouping; fractions with shapes cut into halves, quarters, thirds; adding fractions with common denominators
Number 1—12 cards: each number on a separate card	

<b>Session 1: Materials/Charts/ Handouts</b>	<b>Session 2: Materials/Charts/ Handouts</b>	<b>Session 3/4: Materials/Charts/ Handouts</b>
Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers
Chart: Best practices for presentations (from Day 1)	Maths problem flash cards Chart: Fractions poem (from Day 1) Chart: Numerator and denominator poem (from Day 1) Chart: Fraction bar poem (from Day 2) Number 1—12 cards Slates and chalk Chart 1: Clocks Worksheet: Maths problems Notebooks and pen	Hausa story presentation materials (participants' own) Tape

# Training Module 6

## Day 3

### Session notes for IQTE trainers

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<b>Session 1:</b> <b>9.30—10.30am</b> Reconnecting/ Sharing a lesson or activity	<b>Session 1:</b> <b>9.30—10.30am</b> Sharing a lesson or activity	<b>Session 1:</b> <b>9.30—10.30am</b> Sharing an activity/ Hausa story preparation
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<b>Session 5:</b> <b>3—4pm</b> Preparing Hausa story presentations	<b>Session 5:</b> <b>3—4pm</b> 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

## Sharing an activity/ Hausa story preparation



### 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 an activity/ Hausa story preparation

### activity 01

**Time**  
60 minutes

#### Sharing a lesson or activity

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

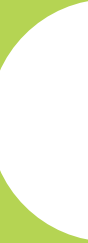
Show [Chart: Best practices for presentations](#) to remind the participants about best practices.

Tell them that during this session the remaining participants will 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 by asking the class what they liked most about this set of presentations.



# Training Module 6

## Day 3

### Session notes for IQTE trainers

Day 1	Day 2	Day 3
<b>Session 1:</b> <b>9.30—10.30am</b> Reconnecting/ Sharing a lesson or activity	<b>Session 1:</b> <b>9.30—10.30am</b> Sharing a lesson or activity	<b>Session 1:</b> <b>9.30—10.30am</b> Sharing an activity/ Hausa story preparation
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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**



### 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:  
Fraction bar poem  
(from Day 2)

Number 1—12 cards

Slates and chalk

Chart 1:  
Clocks

Worksheet:  
Maths problems

Notebooks and pen

Session 2  
10.30—11.30am

Teaching Maths

activity 01      activity 02      activity 03

Time 10 minutes	Time 5 minutes	Time 20 minutes
Daily mental work practice	Fraction poems	Reading clocks

Note to facilitators

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

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

Then ask a few volunteers to lead the ‘race to the board’ game using the [Maths problem flash cards](#).

Ask, ‘Which poem with a game after it was introduced yesterday?’ ‘What other fraction poems have we done?’ Show [Chart 5: Fractions poem, Numerator and denominator poem and Fraction bar poem](#). Ask different volunteers to lead the class in reciting the poems and acting them out. Give positive feedback about what went well.

Share that in Week 8 of Term 2 they will introduce ‘reading clocks to the hour and half hour’. In New Method Mathematics Book 2, pages 83—90, there are many good ideas on how to teach times of the day, reading the clock, and the days of the week.

Ask:

‘Who has introduced “reading clocks” already?’

‘Would you please share how you introduced the topic?’

‘What activities have you done with your pupils?’

Explain that having pupils make their own paper clocks with moveable hands is an excellent hands-on activity. The pupils then have the clocks to show the time that the teacher calls out.

Explain that today you will show them two other activities for learning time. They will do these activities after they have introduced reading a clock to the hour.

The pupils must see them draw a circle for the clock face (demonstrate on the chalkboard), write in the hour numbers (demonstrate), and see how the hour and minute hands work (demonstrate).

# **1** **Class clock:** **showing the time**

Tell the participants that you will demonstrate an activity that lets the pupils ‘say and do’ by being the clock and the hands in an outside game. Explain that this is a whole class activity for the pupils to practise setting the time by the hour. Follow these steps:

Ask the participants to stand in a large circle. Explain that some will be the numbers of the clock, some will be the hands of the clock and some will call out the time.

Ask 12 volunteers to hold the [number 1—12 cards](#).

Ask ‘number 12’ to come to the ‘top’ of the clock within the large circle. Point to where.

Ask ‘number 6’ to stand directly opposite ‘number 12’ on the clock.

Continue with ‘numbers 3’ and ‘9’. Show where ‘3’ goes and ask ‘9’ to find their place. Ask the others to help the ‘numbers’ to find their places if necessary.

Continue with numbers 1, 2, 4, 5, 7, 8, 10, and 11.

Ask a volunteer to be the ‘hour hand’, with just one arm pointing, and another volunteer to be the ‘minute hand’, using both arms so that the ‘minute hand’ is twice as wide.

Show them the centre of the clock. The ‘hour’ and ‘minute hands’ stand sideways with their right side at the centre. Tell the ‘hands’ to show one o’clock. The ‘hour hand’ and ‘minute hand’ move their arms to the correct positions.

Ask the other participants to check.

Continue with other participants calling out times. Ask other participants to be the ‘hour hand’ and ‘minute hand’.

**2**  
**Class clock:**  
**showing how the**  
**hands move**

Tell the participants that you will now teach them a class clock activity for practising how the hands move, one faster than the other. In this activity, more people work together as the clock hands. Follow these steps:

Ask two participants to be the 'hour hand' and three participants to be the 'minute hand'. Tell them that the participants in each 'hand' will walk together to show the time.

Tell the the 'hands' to show one o'clock.

Then say, '2 o'clock'. Tell the 'minute hand' to move around the clock quickly to the 12 and the 'hour hand' to move slowly to the 2 at the same time.

Now tell the time within one hour (for example, from '2 o'clock', say '2:30' or '3 o'clock') and each 'hand' moves like the hands of a clock.

Continue with other participants saying times and other sets of participants being the 'hour hand' and 'minute hand'.

**3**  
**Slate clocks**

Give out [slates and chalk](#).

Tell the participants to draw a big circle for the clock face on their slates.

Show [Chart 1: Clocks](#) with only Clock 1 uncovered.

Show how to draw the marks for the 12 and 6 and ask them to write the marks and numbers 12 and 6 on their clocks.

Do the same for 3 and 9.

Uncover Clock 2 on Chart 1 and ask the participants to add the rest of the numbers and marks.

Uncover Clock 3 on Chart 1.

# activity 04

Tell them that they will show 1 o'clock on their clocks. Show how to draw the hands for 1 o'clock with a shorter hour hand and a longer minute hand.

Tell the participants to draw in the hands for 1 o'clock on their clocks

Move around the room, helping and checking.

Say a few more times for the participants to draw.

Then ask one or two volunteers to say a time.

## 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 reading clock activity they preferred and why.

# Training Module 6

## Day 3

### Session notes for IQTE trainers

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# Session 3/4

## 12—3pm

# Presenting Hausa stories



### Learning outcomes

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

.....  
**shown with their partner  
their short Hausa story  
with a drawing and  
explained their child-  
centred activity based  
on the story that extends  
pupils' learning**



### Materials

Flip chart or chalkboard,  
markers

.....  
Hausa story  
presentation materials  
(participants' own)

.....  
Tape

# Session 3/4

## 12—3pm

# Presenting Hausa stories

## activity 01

**Time**  
120 minutes

**Presenting Hausa  
stories**

### Note to facilitators

If you divide the time available in the two sessions by the maximum number of pairs (15), you will have seven minutes available for each pair to present and receive feedback. Work out how much time is available for your class depending on the number of pairs.

Ask the participants to tape their Hausa story charts to the walls so that they are prepared for their presentations.

Then bring the whole class together. Ask a volunteer to remind the class of the instructions for the activity, and one or two volunteers to explain the behaviour expected of the observers.

Tell them how much time each pair will have to present their story and activity. 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 minutes to give their 'two stars and one wish' to the presenters.

### Summary

Ask the class what they learned from creating and presenting their Hausa stories.



# 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 6

## Day 3

### Charts/handouts

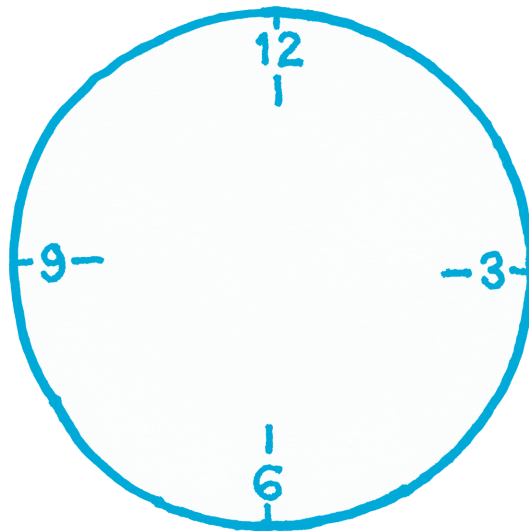
The charts, handouts and other materials needed for each day are illustrated here.

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

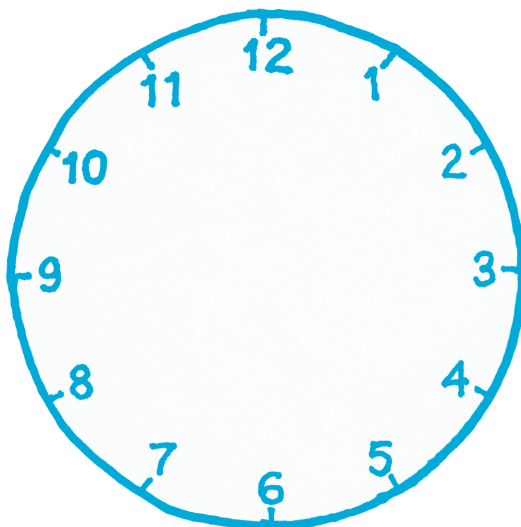
# chart

## 01

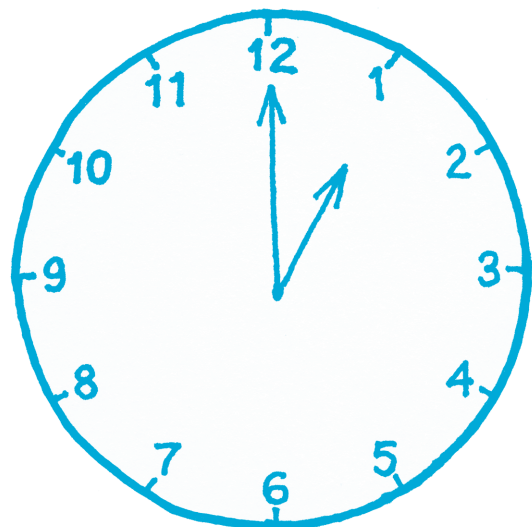
Clock 1



Clock 2



Clock 3



**esspin**

Education Sector  
Support Programme  
in Nigeria



**UKaid**

from the Department for  
International Development

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