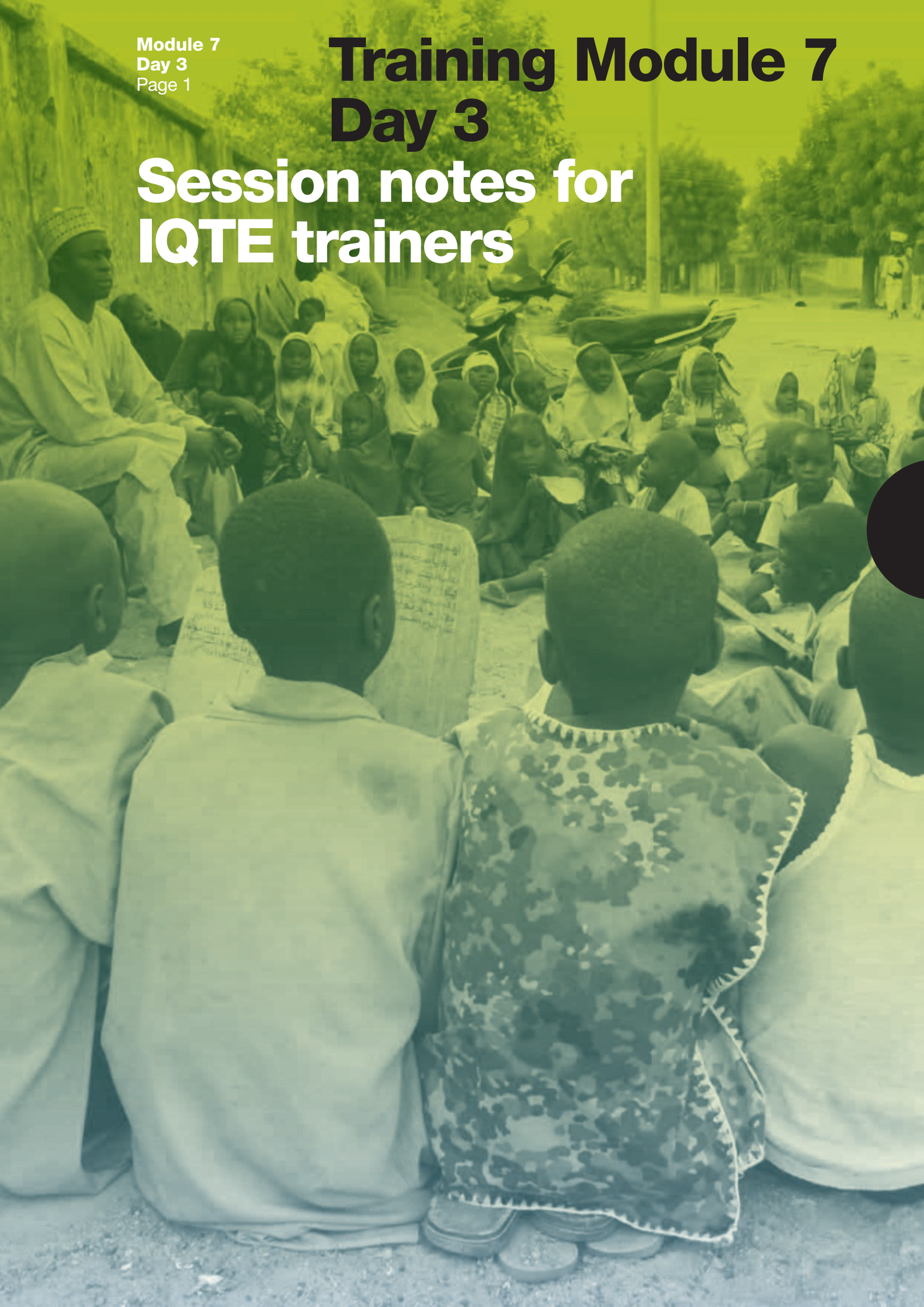


Training Module 7

Day 3

Session notes for IQTE trainers



Training Module 7

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 Planning lessons	Session 1: 9.30—10.30am Presenting lesson plans
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Session 5: 3—4pm Teaching Maths	Wrap up 3—3.15pm	Wrap up 3—3.15pm
Wrap up 4—4.15pm		

To make:

Paper ball (one)

Session 1: Materials/Charts/ Handouts	Session 2: Materials/Charts/ Handouts	Session 3: Materials/Charts/ Handouts	Session 4: Materials/Charts/ Handouts
Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Chart: The alphabet (from Day 2)
Chart 1: Lesson plan discussion questions	Chart: The alphabet (from Day 2, two)	Paper ball (one)	Chart: Multiplication chart (from Session 3)
Lesson plans (participants' own from Day 2)	Crayons and scissors	A4 paper (one for each participant)	Card, crayons, scissors
Chart 2: Lesson planning must-dos		Chart 3: Multiplication chart	
		Small objects: Stones, bottle tops or leaves	

Training Module 7

Day 3

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Session 1

9.30—10.30am

Presenting lesson plans



Learning outcomes

By the end of this session, the participants will:

be able to describe why a daily lesson plan is essential to good teaching

have presented with a partner a lesson plan using the Hausa Scheme of Work Term 2

be able to explain how the activities in the lesson plan give the pupils time to 'say and do' and practise the skill and/or understanding



Materials

Flip chart or chalkboard, markers

Chart 1:
Lesson plan discussion questions

Lesson plans
(participants' own from Day 2)

Chart 2:
Lesson planning must-dos

Session 1
9.30—10.30am

Presenting
lesson plans

activity
01

Time
20 minutes

Lesson planning

Note to facilitators

During this session there must be a support teacher at each table to facilitate the best learning environment for the participants.

The emphasis in the lesson planning sessions is on participants understanding the importance of the learning activities and evaluation, and on their feeling comfortable in getting your support in bringing this understanding into each lesson.

The participants also need to understand why it is important to write daily lesson plans for each subject.

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

Tell the participants that they will present their lesson plans in this session. Ask, ‘What did you learn or notice from working on the lesson plan with a partner?’ ‘Is it becoming easier to write a lesson plan or more difficult? Why?’

Explain that sometimes teachers may think that lesson planning takes too much time so they just write one plan for all the week.

Ask, ‘Why do you think it is necessary to write daily lesson plans for each subject?’ Ask probing questions to guide them to these reasons:

We must have complete lessons that include both an introduction and activities with clear learning purposes.

There are a number of topics each week in the Term 2 curriculum in each subject. Each week’s lesson plans must cover all the topics.

We must plan different learning activities each day for the different topics we are introducing.

We must plan for the different ability levels in our classes.

The co-facilitator writes the reasons on the flip chart or chalkboard.

activity

02

Time
40 minutes

Presenting lesson plans

Ask the pairs to have their lesson plans ready to share. Tell them that each pair will present their lesson plan to their group. They will have five minutes to present. The group will then have five minutes to discuss and evaluate the presentation.

Before they start, show [Chart 1: Lesson plan discussion questions](#). Ask a volunteer to read each question. Explain that the observers will use the questions on Chart 1 to discuss and evaluate each presentation. Ask if there are any questions, then begin the presentations.

Summary

Bring the whole class together and ask, 'What was the most important thing you learned about lesson planning during this training?'

To close, ask, 'What will you remember to do in your lesson planning?' Take their ideas, then show [Chart 2: Lesson planning must-dos](#) and read through it with them.

Training Module 7

Day 3

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Wrap up 4—4.15pm		

Session 2

10.30—11.30am

Teaching English



Learning outcomes

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

practised a song that enables pupils to learn and remember verbs

participated in activities for teaching English letter names and sounds with an alphabet chart

have begun to make an alphabet chart to use in English lessons



Materials

Flip chart or chalkboard, markers

Chart:
The alphabet
(from Day 2, two)

Crayons and scissors

Session 2

10.30—11.30am

Teaching English

activity 01

Time
40 minutes

Teaching the alphabet chart

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 4. 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.

Sing the song 'If you're happy' with the class. Ask volunteers to suggest movements to replace 'clap your hands', for example: jump up high, touch your head, turn around.

Show [Chart: The alphabet](#) and ask, 'What did we use the alphabet chart for on Day 2?' (teaching the English letter names and sounds)

Tell the participants that they will now practise teaching the letter names and sounds so that they can check their understanding of how to do it.

Tell them that you will raise your hand to help if they give an incorrect pronunciation of a sound and that the participants can do the same.

Explain that they will each go through the sounds once in order and then once out of order.

Divide the group into two smaller groups, each group with a co-facilitator. Ask the participants to volunteer, one at a time, to teach the letter names and sounds. After each participant's turn, ask the observers for one thing that the person did well and one thing to improve.

activity 02

Time
20 minutes

Making an alphabet chart

Bring the whole class together. Give out [flip chart paper](#) and [markers](#) and show the participants how to make an alphabet chart.

Show how to fold the paper and how to write the vowels in a different colour marker to highlight them.

Tell them they may also illustrate their chart with a simple drawing of something that begins with the relevant letter. They will have time to complete their chart in Session 4.



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Session 3

12—1pm

Teaching Maths



Learning outcomes

By the end of this session, the participants will:

.....
have participated in an activity that teaches multiplication facts
.....

be able to list ways to use a multiplication chart to teach multiplication facts
.....

be able to identify patterns in the chart



Materials

Flip chart or chalkboard, markers

.....
Paper ball (one)
.....

A4 paper (one piece for each participant)
.....

Chart 3: Multiplication chart
.....

Small objects: Stones bottle tops or leaves

Teaching Maths

activity 01

Time
25 minutes

Practising multiplication tables

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 2.

Ask, 'Why is it important to memorise the multiplication tables?' (Memorising them is the building block for more difficult concepts: division, long multiplication, fractions and algebra. Pupils who don't memorise the multiplication tables usually fall behind and lose confidence. We also need to know multiplication tables for daily life.)

Tell the participants that, when they have introduced multiplication tables to their pupils, there are activities that use rhythm, cooperation, choral speaking and movement that will help their pupils memorise the tables more easily.

Tell them that you will teach them a ball passing activity to show them how to do this. Follow these steps:

Ask the participants to stand in a large circle.

Put the [paper ball](#) down in front of you.

Begin by showing the rhythm with clapping. Place your right hand at navel height, palm up, and your left hand at chest height, palm down. Clap your left hand to your right hand and say, 'Me'.

Then move your right hand with palm down at chest height to your side to clap your neighbour's left hand.

At the same time move your left hand palm up at navel height to your left side for your neighbour on your left side to clap. Clap your right side neighbour's hand and say, 'You'.

Practise the rhythm with all the participants calling out 'Me' when they clap their own hands and 'You' when they clap each other's left hand.

Begin counting '1, 2, 3, 4...', stressing the numbers when you all clap your neighbour's left hand.

When the class is ready, add the ball. Pass the ball from your left hand to your right hand saying '1'. Then pass the ball to the person on your right. Tell the participants that the ball will travel around the circle as they count by 2s (so 1, 3, 5, and so on).

Then give each participant a piece of [A4 paper](#) and ask them to make a ball.

.....
Begin counting '1, 2, 3, 4...',
with all the balls passing
around the circle.

.....
When the class is ready,
pass the balls while counting
multiples of 2 (so 2, 4, 6,
and so on).

.....
Do this variation for the
3 times table. Drop the ball
from your left to right hand
saying '1', pass the ball
around your back on '2',
pass the ball from your
right hand to your neighbour's
left hand on '3'.

.....
Ask the participants to
think of another variation
for the 4 times table:
for example, under the left
leg on '2', under the right
leg on '3', passing to your
neighbour on '4'.

Summary

Remind the participants that
they would not have their
class pass the ball on the
first day. They should practise
the clapping first. Ask,
'What challenges do you
see with this activity?'
'How can you overcome
them?' Take their ideas.

activity

02

Time
35 minutes

Using the multiplication chart

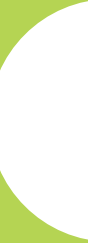
Show [Chart 3: Multiplication chart](#). Ask, ‘How can you use this chart with the pupils?’ Take their ideas, then remind them that they would use the chart only after they have introduced multiplication with objects and allowed the pupils to practise for at least three days.

Tell them that you will do some multiplication chart activities with them as if they were the pupils. Before you begin, write ‘ $2 \times 3 = 6$ ’ on the flip chart or chalkboard. Ask, ‘What are the numbers 2 and 3 in this multiplication sentence?’ (factors.) Then ask, ‘What is the number 6 in this sentence?’ (the product or multiple)

- Then follow these steps, using Chart 3:
- Introduce the chart with the 1 times table, showing how to multiply with [small objects](#). Fill in the x1 column and row.
- Continue to add each x column and row, introducing them with small objects.
- Cover some of the rows or columns and ask what the hidden numbers are.
- Cover some multiples and ask what the hidden numbers are.
- Ask ‘guess who I am’ questions. For example, ‘I am 2×2 . What is my product?’ or ‘I am 9. What is my multiplication sentence?’
- Point out the patterns in the multiplication chart, for example:
- the x1 column products are the same as the number that is multiplied
- the x2, x4, x6, x8, x10 column products are even numbers
- the x3 column has a pattern of odd/even, odd/even
- the x5 column has a pattern of 0, 5
- the x10 column numbers all end in 0.
- Ask, ‘Why is it important to show patterns?’ (The brain looks for patterns and remembers better when it sees them.)

Summary

Ask, ‘What challenges do you see with these activities?’ ‘How can you overcome them?’ Take their ideas.



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Day 3

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Session 4

2—3pm

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

Chart:
The alphabet
(from Day 2)

Chart:
Multiplication chart
(from Session 3)

Card, crayons, scissors

Session 4: 2—3pm

Making materials

activity 01

Time
60 minutes

Making materials

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

.....
alphabet chart

.....
multiplication chart

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

.....
Move around the room while they are working, guiding the participants who are interested in drawing, 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 7

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

Lesson plan discussion questions

- Does the teacher meet the objectives?
- Which activities allow the pupils to work independently on the topic?

chart

02

Lesson planning must-dos

- ① Write daily lesson plans for each subject.
- ② Include learning activities that allow the children to 'say and do' on their own.
- ③ Include clear evaluation steps to assess how the learning and teaching are going.

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Education Sector
Support Programme
in Nigeria



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