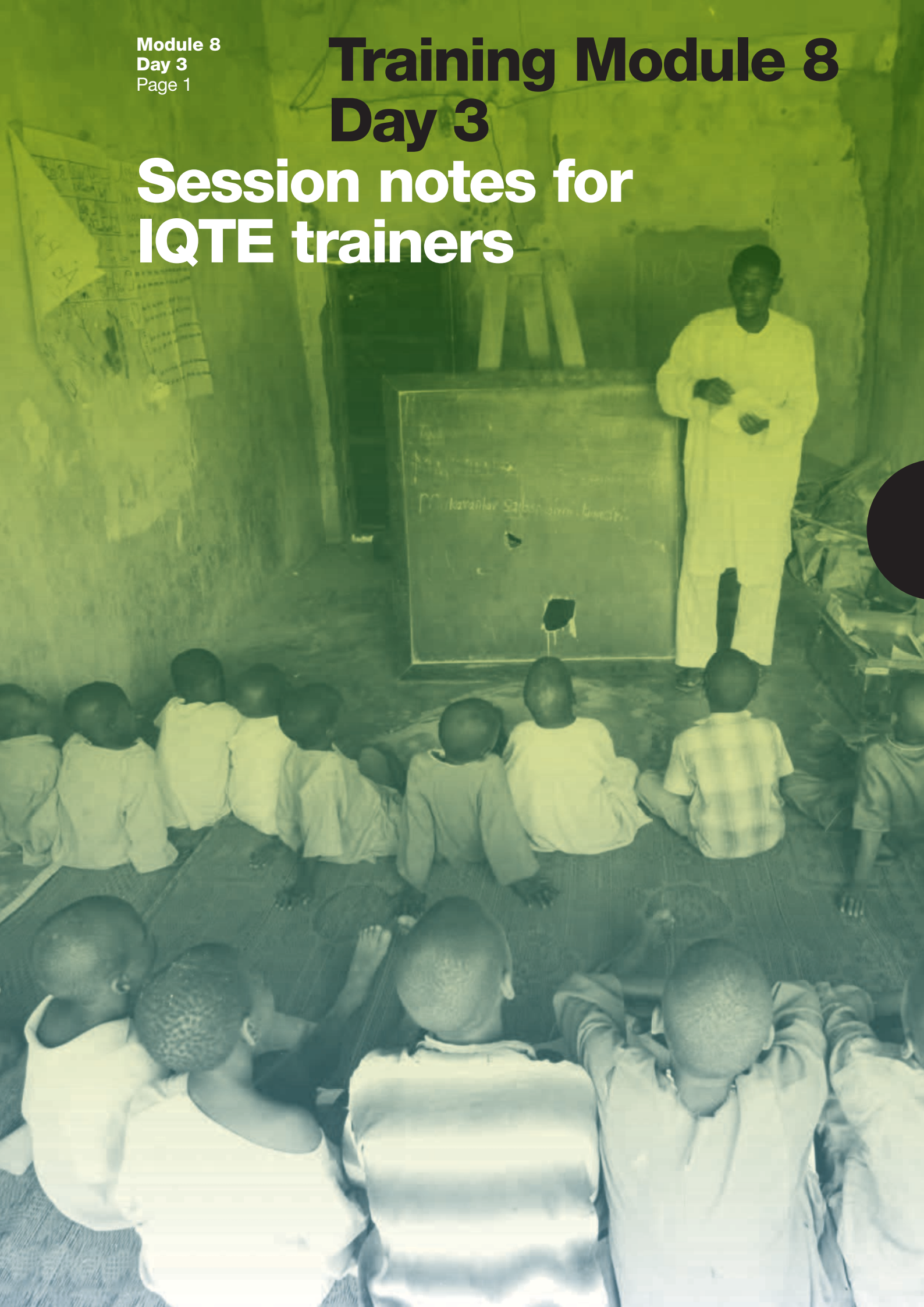


# Training Module 8 Day 3

## Session notes for IQTE trainers



# Training Module 8

## 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 experiences	<b>Session 1:</b> <b>9.30—10.30am</b> Preparing Hausa reading activity	<b>Session 1:</b> <b>9.30—10.30am</b> Presenting Hausa reading activity
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<b>Session 5:</b> <b>3—4pm</b> Reaching our teaching objectives	Wrap up 3—3.15pm	Wrap up 3—3.15pm
Wrap up 4—4.15pm		

**To collect:**

Counters: stones,  
bottle tops or leaves  
(nine for each  
participant)

<b>Session 1: Materials/Charts/ Handouts</b>	<b>Session 2: Materials/Charts/ Handouts</b>	<b>Session 3: Materials/Charts/ Handouts</b>	<b>Session 4: Materials/Charts/ Handouts</b>
Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers
Hausa story presentation materials (participants' own)	Chart: The 'at' house (from Day 2)	A4 paper (one piece for each participant)	English verb activity materials (participants' own)
	Materials 1: Word family slide	Bingo materials (participants' own)	
	A4 paper (one piece for each participant)	Counters (nine for each participant)	
	Crayons and scissors		
	Chart 1: More English verbs		
	Card and tape		

# Training Module 8

## Day 3

### Session notes for IQTE trainers

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Wrap up 4—4.15pm		

# Session 1

## 9.30—10.30am

# Presenting Hausa reading activity



### Learning outcomes

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

**presented a child-centred  
story-based activity  
and/or given feedback to  
fellow participants after  
their presentation**



### Materials

Flip chart or chalkboard,  
markers

Hausa story  
presentation materials  
(participants' own)

# Session 1

## 9.30—10.30am

# Presenting Hausa reading activity

## activity 01

**Time**  
60 minutes

### Presenting Hausa reading activity

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

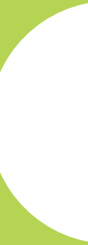
Remind the participants that yesterday they worked in groups to prepare a child-centred story-based Hausa reading activity. Today they will present their activity to the other participants as if they were the pupils.

Tell them how much time each group will have to present (depending on the number of groups). 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 to give their 'two stars and one wish' to the presenters. Begin the activity.

### Summary

Ask the class what they learnt from preparing and observing their presentations. Remind them to continue giving the pupils longer and more challenging passages to read and understand.



# Training Module 8

## Day 3

### Session notes for IQTE trainers

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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:

**be able to explain and lead activities that help children to learn and remember the English learning objectives for Year 1 Term 2**

**have brainstormed a new activity for learning verbs**



### Materials

Flip chart or chalkboard, markers

Chart: The 'at' house (from Day 2)

Materials 1:  
Word family slide

A4 paper  
(one piece for each participant)

Crayons and scissors

Chart 1:  
More English verbs

Card and tape

# Session 2

## 10.30—11.30am

# Teaching English

## activity 01

**Time**  
20 minutes

### Word family slide

Show [Chart: The 'at' house](#). Ask, 'Why do these words live in this house?' (They are one family since they have the same 'last name'.)

Explain that there is another word family activity that they can use with their classes. Show the word family slide that you made using [Materials 1: Word family slide](#). Move the consonant pieces through the slide and ask volunteers to read the words that belong in the 'an' family.

Tell the participants that they will now make a word family slide of their own. Give out the [A4 paper](#), [crayons](#) and [scissors](#).

Tell them how to make the word family slide, making your own at the same time to demonstrate. Follow these steps:

Fold a piece of A4 paper in half and cut along the line.

Fold one of the halves in half again and cut along the line. Each person should now have one half piece and two quarter pieces.

Draw two lines on the half piece. The lines should be as wide as the quarter pieces when they are lengthwise. Cut along these lines.

Write the word family 'last name' on the half piece, next to and between the openings. Write consonants on the two quarter pieces. Choose consonants that will create correct words with your 'last name'.

Put the consonant strips vertically through the slits in the 'last name' strip.

Tell the participants that they can have their pupils make word family slides. Groups of pupils can make slides with different 'last names' and consonants. They can take turns reading each word of their own slide with a partner from a different group. Or they can exchange slides with a partner and read their word family slide.

## activity 02

**Time**  
20 minutes

### Sharing, practising and leading activities

Remind the participants that yesterday they had the opportunity to share an English activity for Term 2 objectives that they have done with their pupils.

Ask, 'Who else would like to share an English activity that they have created for their pupils?' Give time for volunteers to share their activities with the class.

After each participant's turn, the co-facilitator writes a description of the activities on the flip chart or chalkboard for the participants to write down.

When everyone who wants to share has done so, ask the groups to join a support teacher. The participants in each group will practise leading 'Salisu says' and giving feedback to each other.

Tell them to practise and look out for correct English and for enough teacher enthusiasm and understanding.

### Summary

Bring the whole class together. Ask, 'How does watching someone else lead an activity help your own teaching?' (While observing that person, you analyse what went well and bring it into your own teaching. You also see what isn't going well and think of ways that you would improve those areas.)

## activity 03

**Time**  
20 minutes

### Creating an activity for learning verbs

Show [Chart 1: More English verbs](#). Explain that the verbs are from the English Scheme of Work Term 2 Week 4.

Tell them that each group will create an activity that will enable the pupils to practise saying and doing and understanding these verbs.

Point out the materials that they can use to make learning materials. Tell them that they will have 20 minutes to create their activity. In Session 5, they will present their activity to the class.

Move around the room while they are working, helping where necessary.

# Training Module 8

## Day 3

### Session notes for IQTE trainers

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Wrap up 4—4.15pm		

# Session 3

## 12—1pm

# Teaching Maths



### **Learning outcomes**

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

**practised and led activities for memorising multiplication facts**

**created a new clapping pattern for a multiplication table**



### **Materials**

Flip chart or chalkboard, markers

A4 paper  
(one piece for each participant)

Bingo materials  
(participant's own)

Counters  
(nine for each participant)

Session 3  
12—1pm

Teaching Maths

activity  
01

activity  
02

**Time**  
10 minutes

**Function fun**

Tell the participants that in this session they will practise leading activities that they have participated in this week.

They will start with the ‘function fun’ activity from Day 2. Ask, ‘How did we play “function fun”?’ Then ask a volunteer to lead the activity with the class. Tell them to use multiplication.

**Time**  
20 minutes

**Multiplication bingo**

**Note to facilitators**

There needs to be one support teacher with each group for Activity 2 and 3. The support teacher will give advice and ask probing questions to help the participants to improve their skills in creating and leading activities.

Tell the participants that they will now practise and lead activities with their groups. They will start with ‘multiplication bingo’.

Ask the groups to choose a group leader, who will lead them through the bingo activity, first showing them how to make bingo cards and then leading the game.

Give each participant a piece of [A4 paper](#) to make their bingo cards and [counters](#). The group leader will use the bingo materials that they made.

Move around the room while they are working, checking on their progress and helping where necessary.

# activity

## 03

**Time**  
30 minutes

### **Clapping activity with multiplication**

Explain that they will take turns in leading their groups in the clapping activities that they learned for the 2, 3 and 4 times tables.

Then they will create a new clapping pattern for the 3, 4 or 5 times table. They will present and teach their clapping pattern to the whole class in Session 4. Each group with their support teacher will find a place inside or outside to do this activity.

Move around the room while they are working, checking on their progress and helping where necessary.

### **Summary**

Ask what they learnt from leading and participating in the activities.

# Training Module 8

## Day 3

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# Session 4

## 2—3pm

# Sharing activities



### Learning outcomes

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

**presented activities for learning Maths and English Year 1 Term 2 objectives and/or given feedback to fellow participants after their presentation**



### Materials

Flip chart or chalkboard, markers

English verb activity materials (participants' own)

# Session 4

## 2—3pm

### Sharing activities

## activity 01

**Time**  
30 minutes

### Presenting clapping activity

#### Note to facilitators

You and the support teachers need to support the participants with more positive feedback than corrections in their attempts at creating activities.

The co-facilitator should write down the basic instructions for each activity. Ask a support teacher to type the instructions to give the participants at the next meeting.

Tell the participants that during this session each group will present two activities to the class. They will start by presenting and leading their clapping activity.

Tell them how much time they will have to present (depending on the number of the groups). Tell them that you will be the timekeeper and you will give them a sign when there is one minute left.

After each presentation, the other groups will have a minute to give their 'two stars and one wish' to the presenters.

## activity 02

**Time**  
30 minutes

### Learning English verbs activity

Tell the participants that they will now present their English verbs activity.

Tell them how much time they will have to present (depending on the number of the groups). Tell them that you will be the timekeeper and you will give them a sign when there is one minute left.

After each presentation, the other groups will have a minute to give their 'two stars and one wish' to the presenters.

#### Summary

Ask, 'What did you learn from creating a new activity together?'

# 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 8

## 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

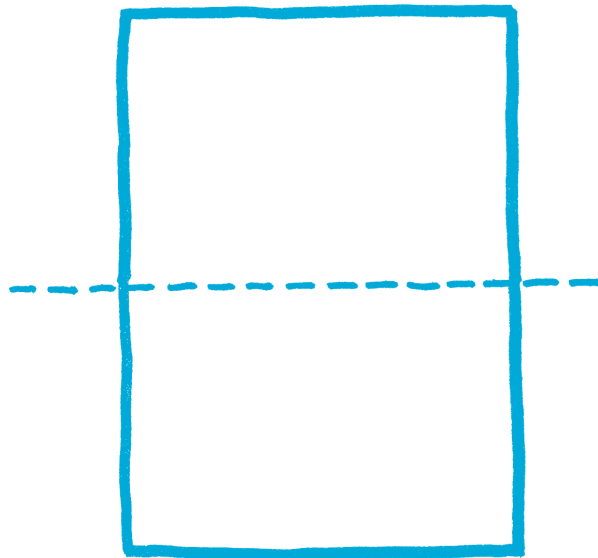
## 01

**Note to facilitators**  
Make a word family  
slide to show to the class.

### Word family slide

To make the word family slide:

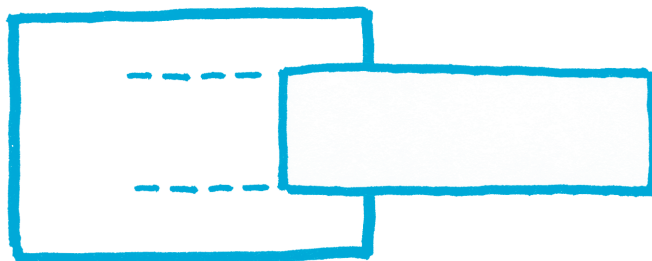
- ① Fold a piece of A4 in half and cut it along the line.



- ② Fold one of the halves in half again and cut along the line. You now have one half piece and two quarter pieces



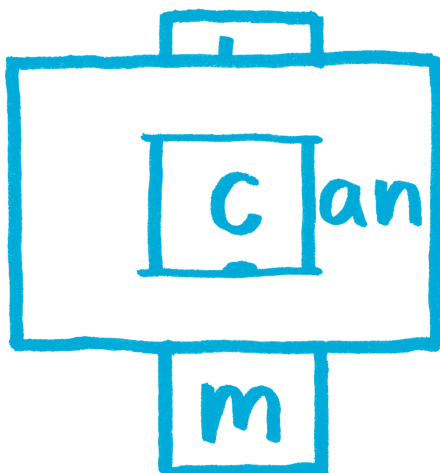
- ③ Draw two lines on the half piece. The lines should be as wide as the quarter pieces when they are lengthwise. Cut along these lines.



- ④ Write the word family 'last name' next to and between the openings.



- ⑤ Write consonants on the two quarters.



- ⑥ choose consonants that create correct words with the 'last name'!

# chart 01

## More English verbs

buy

sell call

wash

cook walk

cut

listen show

run

meet

think

cry

**esspin**

Education Sector  
Support Programme  
in Nigeria



**UKaid**

from the Department for  
International Development

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