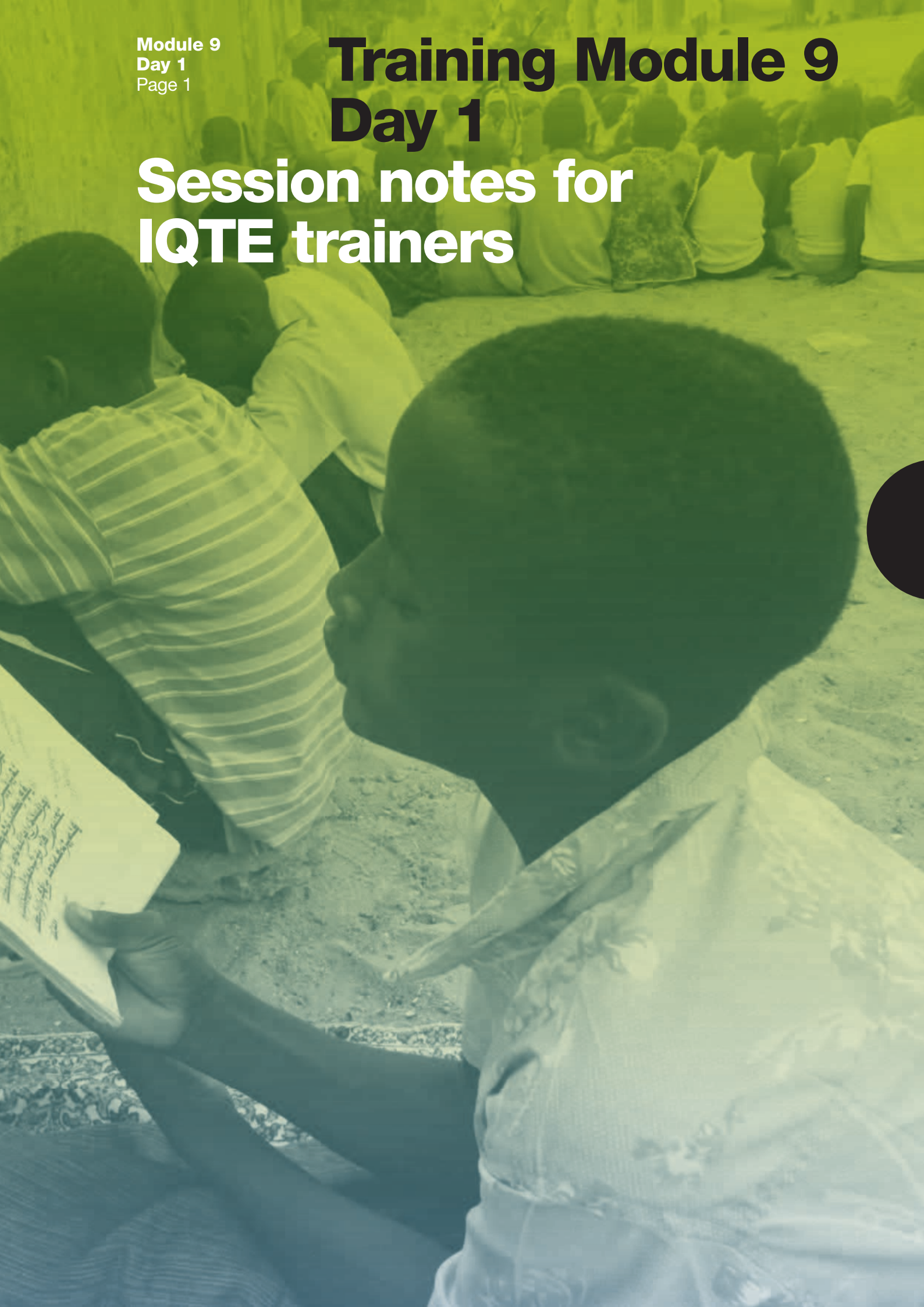


# Training Module 9

## Day 1

### Session notes for IQTE trainers



# Training Module 9

## Day 1

### Session notes for IQTE trainers



Day 1	Day 2	Day 3
<b>Session 1:</b> <b>9.30—10.50am</b> Reconnecting/ Pupil assessment results	<b>Session 1:</b> <b>9.30—10.30am</b> Classroom management	<b>Session 1:</b> <b>9.30—10.30am</b> Classroom management
<b>Session 2:</b> <b>10.50—11.30am</b> Classroom management	<b>Session 2:</b> <b>10.30—11.30am</b> Teaching writing	<b>Session 2:</b> <b>10.30—11.30am</b> Teaching writing
Tea break 11.30—12pm	Tea break 11.30—12pm	Tea break 11.30—12pm
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Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
<b>Session 4:</b> <b>2—3pm</b> Teaching English	<b>Session 4:</b> <b>2—3pm</b> Teaching Maths	<b>Session 4:</b> <b>2—3pm</b> Teaching Maths
<b>Session 5:</b> <b>3—4pm</b> Teaching Maths	Wrap up 3—3.15pm	Wrap up 3—3.15pm
Wrap up 4—4.15pm		

**To make:**

Pupil assessment results chart and handout: the recent pupil assessment results in Kano LGEAs (one handout for each participant)

**To collect:**

Metric rulers (one for each participant)

**Module 9****Day 1**

Page 3

<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>	<b>Session 5: Materials/ Charts/ Handouts</b>
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 9	Chart 3: Classroom A	Strips of A4 paper and tape	Materials 1: Hausa folktale pictures	Card, pencils, string, scissors
Pupil assessment results chart and handout (one handout for each participant)	Chart 4: Classroom B	Chart 5: What writing enables us to do	Materials 2: Jigsaw puzzle	Slates, chalk, cloths
Chart 2: Pupil assessment		Chart 6: Why give pupils independent writing activities?	Card, scissors, crayons	Chart 8: Measuring length using hand spans
		Chart 7: The five features of good writing		Metric rulers (one for each participant)
		Handout 1: Why turtles live in the water (one for each participant)		

# Training Module 9

## Day 1

# Session notes for IQTE trainers



Day 1	Day 2	Day 3
<b>Session 1:</b> <b>9.30—10.50am</b> Reconnecting/ Pupil assessment results	<b>Session 1:</b> <b>9.30—10.30am</b> Classroom management	<b>Session 1:</b> <b>9.30—10.30am</b> Classroom management
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Wrap up 4—4.15pm		



# Session 1

## 9.30—10.50am

# Reconnecting/ Pupil assessment results



### Learning outcomes

By the end of this session, the participants will:

.....  
**have described  
a rewarding teaching  
experience**

.....  
**have reviewed the  
ground rules**

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

.....  
**have identified the  
overall results of  
the pupil assessments**



### Materials

Flip chart or chalkboard, markers

.....  
Chart 1:  
Timetable Module 9

.....  
Pupil assessment  
results chart and handout  
(one handout for each  
participant)

.....  
Chart 2:  
Pupil assessment

Session 1  
9.30—10.50am

Reconnecting/  
Pupil assessment results

activity  
01

Time  
20 minutes

Reconnecting

Note to facilitators

Session 1 is longer than usual and will run into the time for Session 2. As a result, Session 2 is shorter than usual.

Welcome the participants and ask a volunteer to lead an opening prayer.

Ask the participants to bring their chairs into a circle with you as quietly as they can. Tell them that you will count to see how long it takes for them to do it. Thank them for specific things they did, for example: ‘Abdul helped Umar with his chair.’

Tell them that you will give them two minutes to think about a rewarding teaching experience that they have had since they were last together. Give an example.

Explain that they will use this experience to play the ‘all change’ game. Follow these steps:

Take your own chair out of the circle and stand in the middle to be ‘it’.

Explain that ‘it’ (the person in the middle) will call out a rewarding teaching experience.

Those who have had this experience must change seats as quickly as possible. No one may move to the seat immediately to their left or right. The person in the middle will also move quickly to a seat.

One person will not get a seat. That person is ‘it’, and will come into the middle of the circle and call out the next rewarding teaching experience.

After the game, briefly share any similar themes in experiences.

Give specific instructions for returning to their places, for example: ‘We will sing “If you’re happy” and see how many times we need to sing it to get back to our places.’

## activity 02

**Time**  
10 minutes

### Reviewing the ground rules

Make sure that a support teacher is at each table and that the groups are evenly distributed. Ask, 'Which ground rules did we agree to that made our work go smoothly?' Take their answers.

Then ask, 'Do you think there should be any new ground rules or changes to the rules?' Tell them they will discuss this question in small groups for a few minutes.

Ask each group to choose a recorder, who will give their suggestions to the class.

Bring the whole class together. Ask the recorder from each group in turn to share a suggestion. The co-facilitator writes their suggestions on the flip chart.

Ask the class to look at all the suggestions, 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.

## activity 03

**Time**  
10 minutes

### The timetable for the week

Show [Chart 1: Timetable Module 9](#) and give the participants time to read through it.

Point out that the main themes in this training are classroom management and teaching Term 2 skills. Point out that Session 1 today is longer than usual and Session 2 is shorter.

Ask if they have any questions. Put the timetable on the wall for reference throughout the training.

# activity

## 04

**Time**  
40 minutes

**Reviewing the pupil assessment results**

Explain that they will look at some graphs of the recent pupil assessment results in Kano LGEAs.

Remind them that pupil assessment tells us two things. Ask, ‘What are those two things?’ (how well the pupils are learning and how well the teachers are teaching)

Show the first section of the [pupil assessment results chart](#). Ask, ‘What is the most important thing for us to think about? Why?’ Stress that that the results are higher in some LGEAs than others but this is not a competition – we are all working together.

Ask, ‘What would be the best way to discuss these differences?’ (what we have learned about how well our pupils are learning and how well we are teaching, and what we need to improve on) Then show [Chart 2: Pupil assessment](#) to emphasise these points.

Tell them that they will have 15 minutes to read over the results, discuss them with their group and ask questions of the support teachers or facilitator.

Highlight that they should be ready to comment on what they have learned from the results in terms of their teaching and what they want to improve on.

Ask them to choose a group leader, who will make sure that everyone participates. Give each participant the [pupil assessment results handout](#).

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

Bring the whole class together. Ask each group in turn to share their comments with the other groups.

**Summary**

[Highlight the main themes of the discussion.](#)





# Training Module 9

## Day 1

### Session notes for IQTE trainers



Day 1	Day 2	Day 3
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<b>Session 5:</b> <b>3—4pm</b> Teaching Maths	Wrap up 3—3.15pm	Wrap up 3—3.15pm
Wrap up 4—4.15pm		

# Session 2

## 10.50—11.30am

# Classroom management



### Learning outcomes

By the end of this session, the participants will be able to:

.....  
**list some of the pros and cons of teacher-centred and child-centred classrooms**



### Materials

Flip chart or chalkboard, markers

.....  
Chart 3:  
Classroom A

.....  
Chart 4:  
Classroom B

# Session 2:

## 10.50—11.30am

# Classroom management

## activity 01

**Time**  
40 minutes

**Classroom management**

Explain that they will read about two different classrooms. Show [Chart 3: Classroom A](#). Ask a volunteer to read the story aloud while the others read silently.

Then show [Chart 4: Classroom B](#). Ask another volunteer to read the story aloud while the others read silently. Ask if they have any questions about the stories.

Tell the participants that they will have 15 minutes for a group discussion. Two groups will discuss what is going well in both classrooms and why. The other groups will discuss what is not going well in both classrooms and why not. Tell each group what they will discuss.

Make sure that there is a support teacher helping each group. Move around the room while they are discussing, stimulating ideas and helping where necessary.

Bring the whole class together. Ask, 'What are the good points and the bad points in classroom A?' Take as many ideas as possible from each group. Ask a volunteer to write their ideas on the flip chart as they speak. Tell the participants to ask questions and debate if they don't agree with any of the good and bad points listed.

Then do the same with classroom B, discussing the good and bad points.

After the discussion ask, 'Which classroom is teacher-centred and which is child-centred?' (Classroom A is teacher-centred, Classroom B is child-centred.)

### Summary

Ask why they think there was disagreement in their discussion of the good and bad points.

Highlight that how we feel about classroom management is based on our understanding of children's development and our views on guiding children's development. Tell them that they will continue to explore different ideas and views.



# Training Module 9

## Day 1

### Session notes for IQTE trainers



Day 1	Day 2	Day 3
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Wrap up 4—4.15pm		



# Session 3

## 12—1pm

# Teaching writing



### Learning outcomes

By the end of this session, the participants will be able to:

.....  
**describe ways that we use writing in our daily lives**  
.....

**explain how independent writing enables pupils to express thoughts and ideas**  
.....

**list the five features of good writing**  
.....



### Materials

Flip chart or chalkboard, markers

.....  
Strips of A4 paper and tape  
.....

Chart 5:  
What writing enables us to do  
.....

Chart 6:  
Why give pupils independent writing activities?  
.....

Chart 7:  
The five features of good writing  
.....

Handout 1:  
Why turtles live in the water (one for each participant)

# Session 3

## 12—1pm

# Teaching writing

## activity 01

**Time**  
25 minutes

**Writing to express  
thoughts and ideas**

Tell the participants that in this session they will learn how to teach pupils to express their thoughts and ideas in writing. Point out that writing is a daily experience for literate people.

Ask, 'What do we use writing for in our daily lives?' (Possible answers are: official business, applications, lecture notes, notes to oneself, examinations, letters, stories, poems, songs, journals.) Ask a volunteer to write their ideas on the flip chart or chalkboard.

Explain that each of these writing activities has a different purpose. Highlight the difference between writing an exam and writing a song.

Point to the writing activities that they have brainstormed. Say, 'Look at these different writing activities. What does each of these activities enable us to do?' Ask them to spend five minutes discussing this question in their groups. Tell them to choose a recorder, who will write their ideas. Give [strips of A4 paper](#) to each group.

Bring the whole class together. Show [Chart 5: What writing enables us to do](#). Ask the recorder from each group in turn to tape their group's ideas on the chart. Make sure they include: communicate with others, explain what we know, tell stories, clarify our thoughts, explore ideas, express feelings. Other possibilities are: inquire, announce, enlighten, report, apply, keep for further reference, share news, document, advertise, learn new things, memorise.

Point to Chart 5 and explain that we want pupils to be literate, to be able to do all these things. But in most schools, pupils only copy the teacher's writing instead of doing independent writing activities.

Ask, 'Why is it better that the pupils do independent writing activities rather than copy the teacher's work?' Give them a few minutes to think about the question. Take their ideas, then show [Chart 6: Why give pupils independent writing activities?](#) Read through the chart with them to make sure they have included all the points.

### Summary

Explain that for children to learn these skills teachers need to give them a strong 'ladder' to climb all the way to the top to independent writing. Pupils must write every day to meet this goal.

Tell the participants that you will look at the 'ladder of writing' stages tomorrow and the next day.

# activity

## 02

### Time

35 minutes

### The five features of good writing

Explain that there are key features that show a good piece of writing. These are things that a writer does with or puts into their writing that help the reader to understand.

Say, 'A writer wants to communicate, to express ideas, to explain, and so on. If the writer doesn't write well, the reader will be confused or uninterested.'

Ask, 'Can anyone think of one of the five features of good writing?' Give them a minute to think about the question, then ask for their ideas.

Then show [Chart 7: The five features of good writing](#), and make connections with their ideas. Explain each feature more if necessary.

Tell them that they will now read a short story. Give each participant [Handout 1: Why turtles live in water](#). Ask a volunteer to read the story aloud while the others read silently.

Say, 'Now we will look for the five features.' Tell each group which feature from Chart 7 they will look for in the story. Give each group a different feature.

Tell them to choose a recorder, who will share with the class whether they think the story shows this particular feature and why or why not. Give them ten minutes for this task.

Bring the whole class together. Ask each recorder in turn to present their group's ideas. After each turn, check for agreement.

### Summary

Remind the participants of the main points of the session. Ask if there are any questions.

# Training Module 9

## Day 1

### Session notes for IQTE trainers



Day 1	Day 2	Day 3
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<b>Session 4:</b> <b>2—3pm</b> Teaching English	<b>Session 4:</b> <b>2—3pm</b> Teaching Maths	<b>Session 4:</b> <b>2—3pm</b> Teaching Maths
<b>Session 5:</b> <b>3—4pm</b> Teaching Maths	Wrap up 3—3.15pm	Wrap up 3—3.15pm
Wrap up 4—4.15pm		

# Session 4

## 2—3pm

# Teaching English



### Learning outcomes

By the end of this session, the participants will:

.....  
**be able to identify subtopics from the English Scheme of Work Terms 2 and 3**  
.....

**have participated in a lesson on using folktales**  
.....

**have made a jigsaw puzzle for learning English vocabulary**



### Materials

Flip chart or chalkboard, markers

.....  
Materials 1:  
Hausa folktale pictures  
.....

Materials 2:  
Jigsaw puzzle  
.....

Card, scissors, crayons



# Session 4

## 2—3pm

# Teaching English

## activity 01

**Time**  
20 minutes

### Listening to and discussing folktales

Explain that during this week they will work with topics from the end of Term 2 and the beginning of Term 3 that they will do with their classes.

The topics include listening to and discussing folktales, making jigsaw puzzles, reading and writing simple English words, and putting consonants and vowels together to make words. They will start with folktales.

Point out that the pupils now have experience of listening to and speaking to the teachers in English. Now the teachers can move on to telling the pupils short folktales and discussing the story in English.

Tell them that today you will demonstrate telling a story and tomorrow they will prepare a story to tell their groups. Ask them to observe what you do that might help the children to understand the story.

Tell the following Hausa folktale. Speak slowly, emphasise the actions, act out the story and show the pictures from [Materials 1: Hausa folktale pictures](#) as you tell it:

‘Sun and Moon lived in one house. Water lived nearby. Sun and Water were friends. But Water never went to Sun and Moon’s house because it was too small. Sun built a big house so Water and his family would visit. Then Water and his family went to their house to visit. But Water’s family was so big that they filled the house up to the top of the roof. There was no room for Sun and Moon so they had to go up to the sky. They have been there ever since.’

After the story, ask the participants to do simple tasks, for example: ‘Show me the sun.’ Then ask questions about the story, for example:

‘Who lived together in one house?’

‘Who were friends?’

‘Who can say what happened to the house when Water came to visit?’

‘Who would you want to be – Sun, Water, Moon? Why?’

Tell the participants that they would do simple tasks like ‘show me the sun’ on the day that they introduce the story to their pupils, and they would ask the pupils questions the next time they do the story.

Ask, ‘What did I do that would help the pupils to understand the story?’ (Possible answers are: spoke slowly, showed pictures to illustrate the story, acted out the story.)

# activity

## 02

**Time**  
40 minutes

### Jigsaw puzzles for learning words

Tell the participants that they will now do a jigsaw puzzle activity in groups. First they will make a jigsaw puzzle, then they will play a game with the puzzle.

Explain that making and playing with a jigsaw puzzle supports their pupils in learning vocabulary from the folktale.

Show [Materials 2: Jigsaw puzzle](#) and follow these steps:

Point out the English words and the pictures opposite the words.

Tell the participants to decide who in their group will draw each picture and write each word. They should all participate.

After drawing the pictures and writing the words, they will cut an interesting pattern between the words and pictures, and cut straight lines between each word and each picture.

When they have finished, they will play a game. They will mix up all the jigsaw puzzle pieces and find how to fit them back together. They can also exchange puzzles with another group.

Give each group [card](#), [crayons](#) and [scissors](#). Move around the room while they are working, making sure that everyone is involved and helping where necessary.

### Summary

Ask what were the main points of the session.

# Training Module 9

## Day 1

### Session notes for IQTE trainers



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Wrap up 4—4.15pm		

# Session 5

## 3—4pm

# Teaching Maths



### Learning outcomes

By the end of this session, the participants will:

.....  
**have participated in activities that they will teach their pupils**  
.....

.....  
**be able to explain why a teacher uses story telling and hands-on activities to teach standard measurement**  
.....



### Materials

Flip chart or chalkboard, markers

.....  
Card, pencils, string, scissors  
.....

.....  
Slates, chalk, cloths  
.....

.....  
Chart 8:  
Measuring length using hand spans  
.....

.....  
Metric rulers  
(one for each participant)

# Session 5

## 3—4pm

# Teaching Maths

## activity 01

**Time**  
10 minutes

**Mental maths  
and movement**

Tell the participants that in this session they will work on measurement and area with some mental Maths and movement mixed in. Say, 'M-m-m-m-m-m – a measurement, mental Maths, Maths movement mix.'

Explain that they will start with some mental Maths and movement. They will play the 'galloping horses' game. Follow these steps:

Ask half the participants to count off 0—12.

When these participants have a number, give each one a piece of [card](#) and tell them to write their number on it, then fix the card with [string](#) so that they are wearing their number.

Tell the participants with numbers to stand in one line out of order. Ask the other participants to stand in a line facing the first line. Make sure that they are equally spaced with one foot forward and one foot back.

Tell them that they are now 'galloping multiplication horses'. Show how they how to gallop like a horse.

Explain that you will call out the multiples of a times table. You will start with the 2 times table. All those in the blank line are now 2s.

Explain that the two participants who are the factors of the multiple that you call out will gallop past each other to reach each other's starting position in the other line. For example, if you call out '4', the participant wearing the number 2 and their partner gallop past each other to the other's starting position, without bumping into each other.

Call out multiples from the 2 times table one at a time, slowly and out of order: for example, '2, 0, 6, 12, 10, 4, 8.'

When they understand the game, speed up the calling of the multiples so that the participants are really moving and breathing heavily.

Play the game with other times tables. Have the participants change roles so that all the participants have a turn wearing a number card.

After playing, ask, 'What is this game good for?' 'Can you play it with any other basic operation?'



# activity

## 02

**Time**  
5 minutes

### Mental Maths

Explain that in Term 3 Week 1 numbers up to 999 are introduced. But teachers can begin playing mental Maths games earlier with numbers up to 999.

Tell them that you will teach them a game called 'slate place value'. Give each participant a [slate](#), [chalk](#) and [cloth](#), and follow these steps:

Say, 'The other day I watched the wood seller organising his wood piles. First he had three sticks in his hand. Write that number down.'

The participants write the number and lift up their slates to show the number '3'. When you nod, they erase. Tell them that they will do this each time.

Say, 'Then the wood seller had a bundle of ten sticks in his arms. Write that number down.' (10)

Then say, 'He had three bundles of ten and two sticks in his arms.' (32)

Then say, 'He makes some very large bundles for big families – bundles of 100 sticks wrapped in string. He has to carry these with his helper. He and his helper carried three bundles of 100 and two bundles of ten to one customer's house.' (320)

When you have finished, ask:

'Why does everyone write the number?'

'Why not just let the pupils call the number out?'

'How can you help each pupil while doing this activity?'

Tell them that, when they do this game with their class, they should start with easy examples and then move on to more difficult.

# activity

## 03

**Time**  
45 minutes

**Measuring in centimetres and metres**

Explain that in Term 2 the pupils are introduced to standard measurements through non-standard measurement. Week 11 subtopics are comparing natural units, for example arm and foot length and pupils' height, and measuring in metres and centimetres.

Ask, 'What have we already taught the pupils about length measurement?' (measuring the length of objects with string, and comparing and ordering the length)

Explain that the next step on the 'ladder of skills' is to measure with body parts such as the arm, foot and thumb. Ask, 'Why do we do this?' (We use body parts to begin with what the pupils know.)

Remind them that in Module 4 they did an activity measuring with hand spans. Show [Chart 8: Measuring length using hand spans](#) as a reminder. Read through it with them and ask if there are any questions.

Explain that, after measuring with body parts, the next step is to introduce standard measures. The pupils again need to have hands-on experience. Tell them that you will do a child-centred activity to demonstrate. They will participate as pupils.

Tell this story:

'Once upon a time, the people in a distant land were getting upset with each other. When they were measuring things, everyone wanted to measure with their foot or their arm. They couldn't agree and just kept arguing. Then the king, who was a wise ruler, decided to solve this problem. He would help his people to decide on a standard measure. They would have a small measure for measuring short objects and a longer one for long objects.

He asked the people, "Which person's measurements shall we use?" The people loved their ruler so much for his wisdom and kindness that they said, "Let us use yours, let us use yours!" And so it was decided to use the width of the king's little finger for the short measure and the length of his sword for the longer measure.

The sword length was called the ruler from then on, in memory of the people's ruler. It was also called a metre, and the short measure was called a centimetre since 100 of the king's little fingers fit into the metre. And all the people made their own centimetre measures and their own metre rulers based on the king's measurements. There were never any more arguments!

# Wrap-up

## 4— 4.15pm

Ask, 'Why did we start with a story?' (A story enables children to make pictures in their head, and they understand pictures better than facts.) Tell them that we should always start with a story to help the children to understand.

Then explain that you will now demonstrate how to make and use metric rulers and centimetre measures with their pupils. Follow these steps:

Show the metric ruler and how it is divided.

Give the participants [metric rulers](#) and show how to measure with it. Ask volunteers to measure things in the classroom.

Give out the [card](#), [scissors](#) and [pencils](#). Tell them that they will now make their own metric ruler and centimetre measure.

Move around the room while they are working, checking for accuracy and helping where necessary.

### Summary

Bring the whole class together. Tell them that, when they do this activity with their pupils, they should make metric rulers on one day and centimetre measures on another. Remind them to make sure that the pupils make accurate measurements. They should let their pupils measure a lot of objects and learn to do it accurately.

Tell the participants to bring their rulers tomorrow for more work with measurement.

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 9

## 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 09



### Day 1

**Session 1:**  
**9.30—10.50am**  
Reconnecting/  
Pupil assessment  
results

**Session 2:**  
**10.50—11.30am**  
Classroom  
management

Tea break  
11.30—12pm

**Session 3:**  
**12—1pm**  
Teaching writing

Lunch  
1—2pm

**Session 4:**  
**2—3pm**  
Teaching English

**Session 5:**  
**3—4pm**  
Teaching Maths

Wrap up  
4—4.15pm



### Day 2

**Session 1:**  
**9.30—10.30am**  
Classroom  
management

**Session 2:**  
**10.30—11.30am**  
Teaching writing

Tea break  
11.30—12pm

**Session 3:**  
**12—1pm**  
Teaching English

Lunch  
1—2pm

**Session 4:**  
**2—3pm**  
Teaching Maths

Wrap up  
3—3.15pm



### Day 3

**Session 1:**  
**9.30—10.30am**  
Classroom  
management

**Session 2:**  
**10.30—11.30am**  
Teaching writing

Tea break  
11.30—12pm

**Session 3:**  
**12—1pm**  
Presenting folktales

Lunch  
1—2pm

**Session 4:**  
**2—3pm**  
Teaching Maths

Wrap up  
3—3.15pm

# chart

## 02

### Pupil assessment

Pupil assessment results show us two things:

- How well our pupils are learning
- How well we are teaching

Discuss:

- What have we learned from these first results in terms of our teaching?
- What do we want to improve on?

# chart

## 03

### Classroom A

Mallam A is teaching how to tell the time. He is at the chalkboard drawing circle clocks. He draws them accurately. The pupils are quiet as they wait. He draws the hands on one clock and says the time. The pupils repeat it.

One boy is poking another. Mallam A stops the class and moves towards him quickly and raises his hand as if to strike him. The boy stops. Mallam A draws another clock and says the time. The pupils repeat.

# chart

## 04

### Classroom B

Mallam B is teaching how to tell the time. The pupils are drawing clock faces on their slates. They are talking to each other. There is a lot of noise. Some of the pupils' work is incorrect. Mallam B is walking around the room. He is trying to help but only helps a few.

Mallam B then says a time. The pupils draw the hands inside their clocks. One boy is poking another. Mallam B is thanking pupils who have the time correct on their slate clocks as he moves towards the boy. He shows the boy how to do the work.



# chart

## 05

What writing enables us to do



What writing  
enables us to do

### Why give pupils independent writing activities

#### To learn these skills :

- \* think about their own ideas
- \* practise putting a sentence together
- \* learn that writing is 'talking on paper'
- \* learn that they have to read over and correct their writing
- \* gain the confidence and skill to write independently.

# chart

## 07

### The five features of good writing

#### Good writing:

- ① Makes a clear point(s) with supporting details.
- ② Is organised - introduction, body and ending.
- ③ Uses correct writing skills - grammar and mechanics.
- ④ Interests the reader with the right words.
- ⑤ Reads smoothly so the reader understands.

# handout

## 01

### Why turtles live in water

#### A tale from West Africa

Turtles used to live on the land, they say, until the time that a clever turtle was caught by some hunters. They brought him to their village and placed the turtle before the chief, who said, "How shall we cook him?"

"You'll have to kill me first," said the turtle, "and take me out of this shell."

"We'll break your shell with sticks," they said.

"That'll never work," said the turtle,

"Why don't you throw me in the water and drown me?"

"Excellent idea," said the chief. They took the turtle to the river and threw him into the water to drown him.

They were congratulating themselves on their success in drowning the turtle, when two little green eyes poked up in the water and the laughing turtle said, "Don't get those cooking pots out too fast, foolish people!" As he swam away he said, "I think I'll spend most of my time from now on safely in the water."

It has been that way ever since!

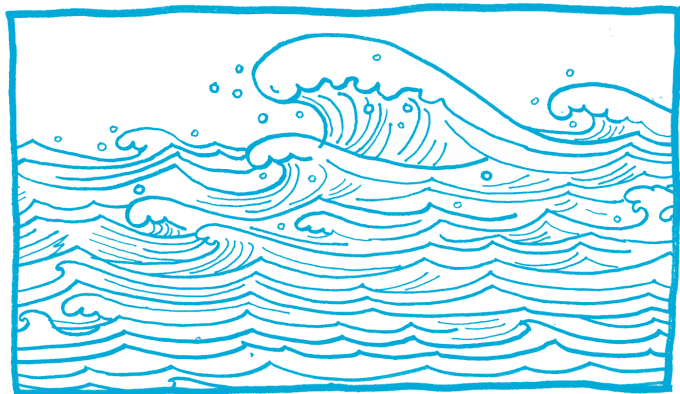
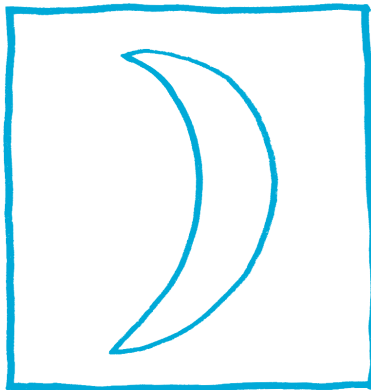
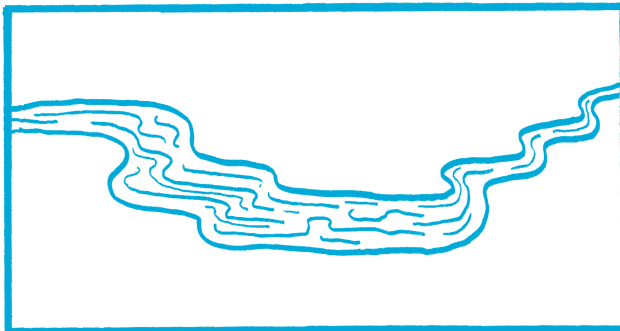
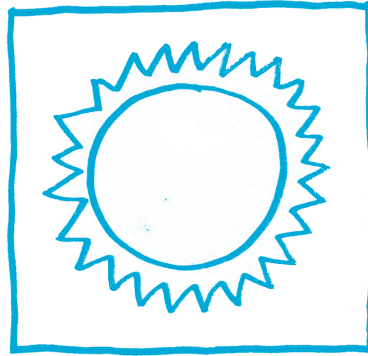
# materials

## 01

### Note to facilitators

Draw each picture  
on a separate piece  
of A4 paper.

## Hausa folktale pictures

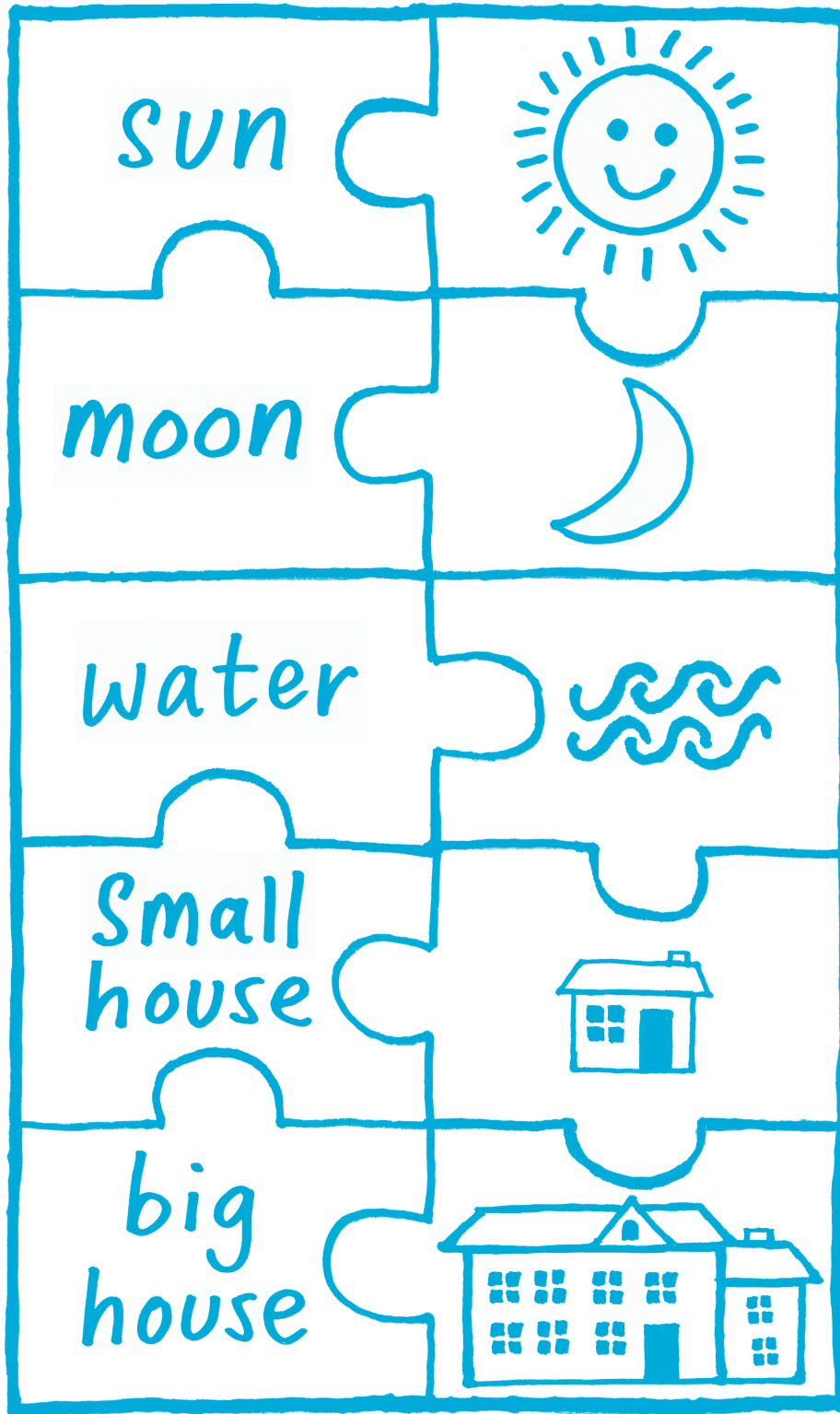


# materials

## 02

**Note to facilitators**  
Draw the jigsaw puzzle  
on card.

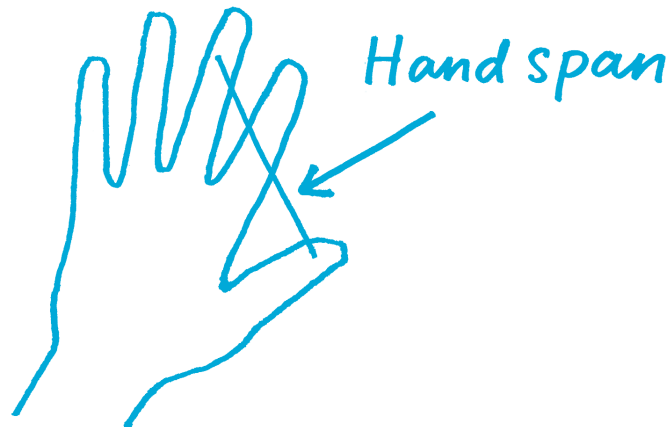
### Jigsaw puzzle



# chart

## 08

### Measuring length using hand spans



### How to find your hand span

Open your hand and stretch it.

From your thumb to your middle finger is a hand span in Nigeria.

Object	Estimate	Exact measurement
Length of partner's arm		
Width of exercise book		
Length of pen		
Height of partner		

**esspin**

Education Sector  
Support Programme  
in Nigeria



**UKaid**

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