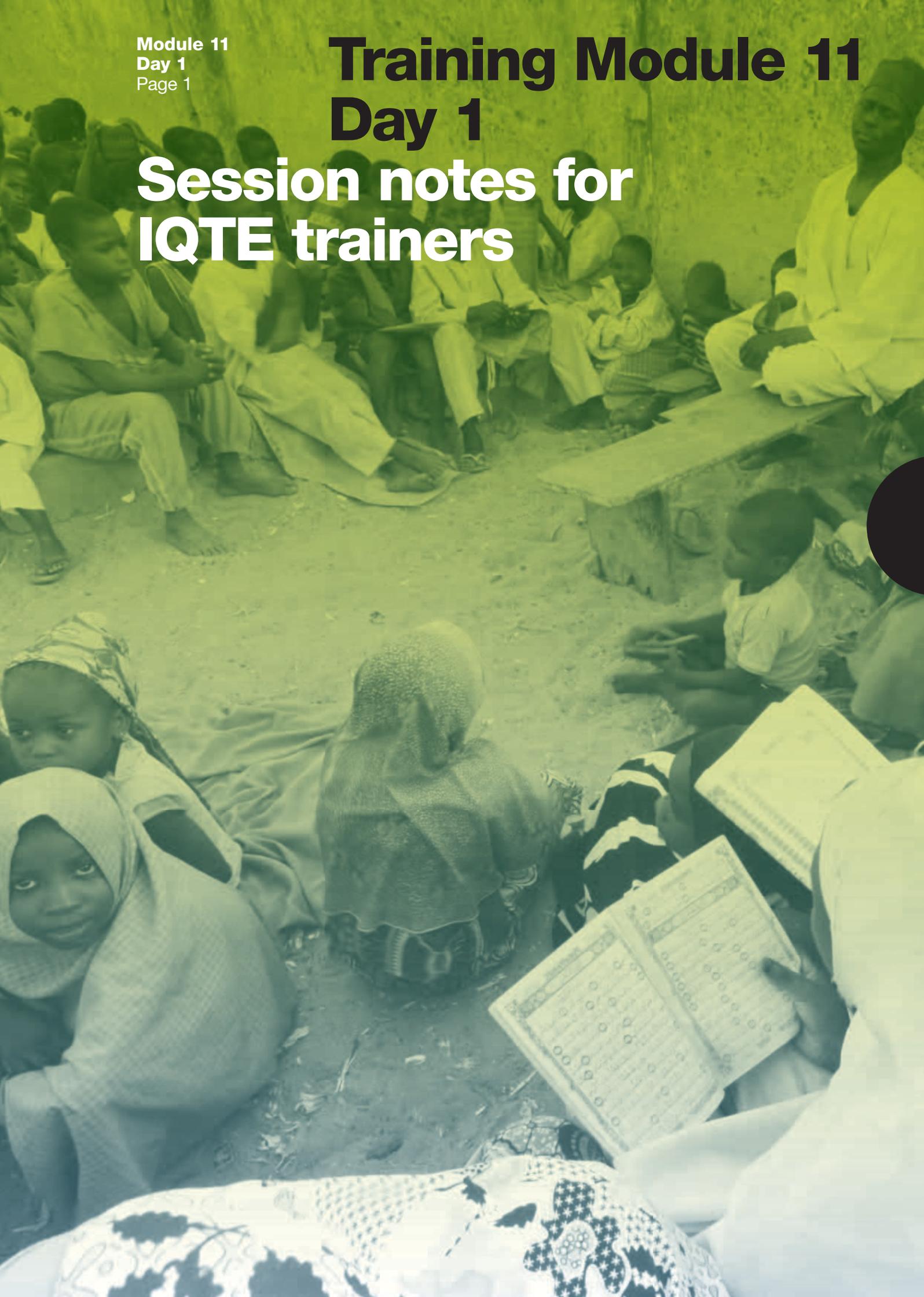


# Training Module 11

## Day 1

### Session notes for IQTE trainers



# Training Module 11

## Day 1

# Session notes for IQTE trainers



### Day 1

**Session 1:**  
**9.30—10.30am**  
Reconnecting

**Session 2:**  
**10.30—11.30am**  
Sharing experiences

Tea break  
11.30—12pm

**Session 3:**  
**12—1pm**  
Understanding  
learning disabilities

Lunch  
1—2pm

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

**Session 5:**  
**3—4pm**  
The why of weekly  
lesson planning

Wrap up  
4—4.15pm

### Day 2

**Session 1:**  
**9.30—10.30am**  
The signs of learning  
disabilities

**Session 2:**  
**10.30—11.30am**  
The how of weekly  
lesson planning

Tea break  
11.30—12pm

**Session 3:**  
**12—1.30pm**  
Teaching English

Lunch  
1.30—2.30pm

**Session 4:**  
**2.30—3pm**  
Helping children with  
learning disabilities

Wrap up  
3—4pm

### Day 3

**Session 1:**  
**9.30—10.30am**  
Preparing weekly  
plan/English reader

**Session 2:**  
**10.30—11.30am**  
Preparing weekly  
plan/English reader

Tea break  
11.30—12pm

**Session 3:**  
**12—1pm**  
Helping children with  
learning disabilities

Lunch  
1—2pm

**Session 4:**  
**2—3pm**  
Preparing weekly  
plan/English reader

Wrap up  
3—4pm

**To collect:**

English Scheme  
of Work Year 2  
(one for each  
participant)

Maths Scheme  
of Work Year 2  
(one 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>	<b>Session 5: Materials/ Charts/ Handouts</b>
Flip chart paper or chalkboard, markers	Flip chart paper or chalkboard, markers	Flip chart paper or chalkboard, markers	Flip chart paper or chalkboard, markers	Flip chart paper or chalkboard, markers
Chart 1: Question bingo	Handout 1: What pupils did in one lesson checklist (one for each participant)	Handout 2: Understanding disabilities (one for each participant)	English Scheme of Work Year 2 (one for each participant)	Card (nine pieces for each group of three, and three for demonstrating)
A4 paper (one piece for each participant), pencils		Chart 3: Causes of learning disabilities	Chart 4: Modal verbs	Chart 5: Greater than/less than
Tape		Materials 1: Specific causes of learning disabilities	Handout 3: Can and may (one for each participant)	Maths Scheme of Work Year 2 (one for each participant)
Chart 2: Timetable Module 11		Tape		English Scheme of Work Year 2 (one for each participant)
				Chart 6: Maths Week 5
				Materials 2: Maths Week 5 lesson objectives and introductions (one set for each group of three)

# Training Module 11

## Day 1

### Session notes for IQTE trainers



Day 1	Day 2	Day 3
<b>Session 1:</b> <b>9.30—10.30am</b> Reconnecting	<b>Session 1:</b> <b>9.30—10.30am</b> The signs of learning disabilities	<b>Session 1:</b> <b>9.30—10.30am</b> Preparing weekly plan/English reader
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<b>Session 5:</b> <b>3—4pm</b> The why of weekly lesson planning	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

# Session 1

9.30—10.30am

## Reconnecting/ Sharing experiences



### Learning outcomes

By the end of this session, the participants will:

.....  
**be able to describe a memory game and a variation of the 'finding friends' game**  
.....

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

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

.....  
**have reviewed their teaching skills and brainstormed ideas on how to improve**  
.....



### Materials

Flip chart or chalkboard, markers

.....  
Chart 1:  
Question bingo  
.....

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

.....  
pencils  
.....

.....  
Tape  
.....

.....  
Chart 2:  
Timetable Module 11  
.....

# Session 1

## 9.30—10.30am

# Reconnecting

## activity 01

**Time**  
35 minutes

### Reconnecting

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

Tell them that they will play a game of 'question bingo' to make groups. Follow these steps:

Give each participant a piece of [A4 paper](#). Tell them to make a bingo card by dividing their paper into nine rectangles.

Show [Chart 1: Question bingo](#). Ask volunteers to read the questions.

Ask for suggestions for a question for the empty middle box. Take their ideas and write one question in the box.

Tell them to copy the questions from the chart into the same boxes on their bingo card.

Explain that they will move around the room asking other participants the questions. When someone answers 'yes' to a question, they write that person's name in that question's box. When they get three names in a row – across, down or diagonally – they call out 'Bingo' and move to the front of the room. The first five participants to call out 'bingo' are the winners.

Stop the game when there are five winners, then divide the class into groups. Follow these steps:

Tell the winners that each of them is a group leader at one of the tables and to choose their seats.

Ask all the participants with six to eight names on their bingo card to choose their seats.

Finally, ask the remaining participants to choose their seats.

Ask, 'What does this game teach?' (questioning skills, vocabulary building, making comparisons, social skills – learning more about other people) Then ask, 'Could you play this game with your class? If not, what could you change so that you could play it?'

## activity 02

**Time**  
15 minutes

### Reviewing the ground rules

Give each group a piece of [flip chart paper](#) and [markers](#). Ask them to write the title 'Ground rules' at the top of their paper.

Explain that each group will decide on five ground rules that they think are important. Punctuality should be one of the rules. They will write the rules on their paper to make a chart. Remind them to write neatly. The group leader will guide the discussion. Give them five minutes for this task. Move around the room while they are working, helping where necessary.

Tell the groups to [tape](#) their charts to the wall. Then ask the participants to read all the charts and choose which group's ground rules they think are the best. They can choose as many charts as they think come in the 'best' category.

Bring the whole class together. Ask the class to vote on each chart in turn. Count the votes. Display the winning chart in the training room so that everyone can see it.

### Summary

Ask, 'Why do you think that the "best rules" chart had the most votes?'

## activity 03

**Time**  
10 minutes

### The timetable for the week

Show [Chart 2: Timetable Module 11](#) and ask the participants to look at it with you.

Ask them to point out the main themes: weekly lesson planning, understanding and helping children with learning difficulties, and teaching English.

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

# Training Module 11

## Day 1

### Session notes for IQTE trainers



Day 1	Day 2	Day 3
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Wrap up 4—4.15pm		

# Session 2

## 10.30—11.30am

# Sharing experiences



### Learning outcomes

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

**assessed what their pupils are doing well during a lesson and what needs support**



### Materials

Flip chart paper or chalkboard, markers

Handout 1:  
What pupils did in one lesson checklist  
(one for each participant)

# Sharing experiences

## activity 01

**Time**  
30 minutes

**Filling in the checklist**

### Note to facilitators

There needs to be a support teacher with each group during this session to help first with filling in the checklist and then with guiding the discussion. In Activity 1, the support teachers will help the participants read through the checklist and promote clear observation and assessment of their abilities. In Activity 2, the support teachers will guide the discussion so that the participants review key principles of child-centred methodology and brainstorm how to help children to be more active in their learning.

Remind the participants that during the last training they filled out a self-assessment checklist. Ask, 'What was the purpose of the checklist?' (to self-assess their classroom leadership in order to work on improvements) Explain that they will continue working on self-assessment in this session, looking specifically at what the children are doing in a lesson. They will use their most recent lesson as the example. Ask for any clarifying questions.

Give each participant [Handout 1: What pupils did in one lesson checklist](#).

Point out the different sections and what they need to do in each section. Explain that they have 20 minutes to read the checklist, think about the statements, mark the statements which describe their class, and add up their score.

Move around the room, helping where necessary. The support teachers help their table group to read through the checklist and to clearly observe and assess their abilities. Ask the participants who finish early to think about what they learned from filling in the checklist.

# activity 02

**Time**  
30 minutes

## Sharing experiences

Explain that you will now share with their groups what they learned from filling in the checklist. They will have 20 minutes for the discussion.

The support teachers guide their group's discussion so that the participants review key principles of child-centred methodology and brainstorm how to support each other in helping children to be more active in their learning.

## Summary

Bring the whole class together. Ask volunteers to say one thing they learned from filling in the checklist and from the discussion.

Finally, explain to the participants that in this module they will learn more about how to help pupils who have learning difficulties and more about how to plan on a weekly basis so as to bring more child-centred activities into their lessons.

# Training Module 11

## Day 1

### Session notes for IQTE trainers



Day 1	Day 2	Day 3
<b>Session 1:</b> <b>9.30—10.30am</b> Reconnecting	<b>Session 1:</b> <b>9.30—10.30am</b> The signs of learning disabilities	<b>Session 1:</b> <b>9.30—10.30am</b> Preparing weekly plan/English reader
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<b>Session 5:</b> <b>3—4pm</b> The why of weekly lesson planning	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

# Session 3

## 12—1pm

# Understanding learning disabilities



### Learning outcomes

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

.....  
**define disability**

.....  
**distinguish between true and false beliefs about learning disabilities**

.....  
**identify three general areas and some specific causes of learning disabilities**



### Materials

Flip chart paper or chalkboard, markers

.....  
Handout 2:  
Understanding learning disabilities  
(one for each participant)

.....  
Chart 3:  
Causes of learning disabilities

.....  
Materials 1:  
Specific causes of learning disabilities

.....  
Tape

# Session 3

## 12—1pm

# Understanding learning disabilities

## activity 01

**Time**  
10 minutes

### Introduction to learning disabilities

Write on the flip chart or chalkboard:

‘What challenges in your schools make learning difficult?’ (Possible answers for Tsangaya schools are: different ages in one class, hunger, fatigue, some children are away from their families. In both Tsangaya and Islamiyya schools: different learning abilities, attention problems, some pupils have previous educational experience and some have none.) The co-facilitator writes the participants’ answers below the question.

Explain that teachers can help with some of these challenges, although not all, on a daily basis. Ask, ‘Which challenges can you help the pupils with?’ (learning abilities, educational experience, attention problems)

Write ‘ability’ and ‘disability’ on the flip chart or chalkboard. Ask, ‘What is the meaning of disability?’ Take their suggestions, then show which suggestions are closest to the dictionary definition. (physical or mental condition that limits a person’s movements, senses or activities)

Explain that we can usually see physical disabilities easily but learning disabilities are more difficult to recognise and may be confused with laziness, lack of education, poor parenting, and so on. Tell them that in this training they will look at what learning disabilities are and identify ways that they can help pupils who may have these challenges.

# activity 02

**Time**  
30 minutes

## Understanding learning disabilities

Explain that they will discuss in pairs some statements about learning disabilities and decide if they are true or false. They will have 15 minutes for this task.

Give each participant [Handout 2: Understanding learning disabilities](#). Ask a volunteer to read each statement in turn. After each statement, ask for any clarifying questions. Then tell the pairs to discuss the statements and mark them 'T' for true and 'F' for false. Move around the room while they are working, helping where necessary.

Bring the whole class together. Ask a different pair to say their answer for each statement in turn and to say why. Check for agreement. If there is disagreement, 'park' the statement until the end of the discussion. (True: 2, 6, 7, 8. False: 1, 3, 4, 5, 9.)

### Summary

Ask, 'What did you learn from this activity?' The co-facilitator writes their answers on the flip chart or chalkboard. Ask probing questions to identify that people with learning disabilities:

.....  
have normal intelligence

.....  
have a neurological (brain) disorder that affects their ability to receive, process, store and respond to information

.....  
cannot be cured but can learn how to deal with their difficulties

.....  
may have difficulty learning how to read but not how to do Maths, or vice versa

.....  
are not lazy

.....  
often don't know that they learn differently from others

.....  
can learn if they receive the right kind of help and modifications

.....  
may become disruptive if they don't get the help that they need

.....  
are often punished when they become disruptive or aren't learning like other pupils.

.....  
Explain that there will be more training to help them to adapt their lessons to meet the needs of pupils with learning disabilities.

# activity

## 03

**Time**  
20 minutes

### Causes of learning disabilities

Explain that the causes of learning disabilities are as complex as the disabilities but that most experts agree that there are three main categories of causes. Show [Chart 3: Causes of learning disabilities](#). Ask volunteers to read the column titles.

Tape the causes from [Materials 1: Specific causes of learning disabilities](#) on the wall out of order. Ask volunteers to read each specific cause. Then tell the participants to brainstorm in groups which category on Chart 3 each specific cause goes in. Give them five minutes for this task.

Bring the whole class together. Ask a different volunteer in turn to tape a specific cause in one of the three categories. Check for agreement. If there is disagreement, 'park' that cause until the end of the discussion. Guide them to the answers:

Heredity:  
reading disabilities often run in the family

Problems during pregnancy and birth:  
errors in brain development during pregnancy; maternal illness during pregnancy; foetal exposure to tobacco, alcohol or drugs; low birth weight; birth trauma or distress (oxygen deprivation)

Problems after birth:  
toxic exposure, such as poison; poor nutrition.

### Summary

Emphasise that the causes cannot be fixed but people with learning disabilities can learn how to get help to learn and be successful in life. Ask, 'Why is it important for teachers to know about the causes?' (to understand pupils in their class who may have learning difficulties, and to feel motivated to find the best ways for them to learn)



# Training Module 11

## Day 1

### Session notes for IQTE trainers



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<b>Session 5:</b> <b>3—4pm</b> The why of weekly lesson planning	Wrap up 3—4pm	Wrap up 3—4pm
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 topics from the English Scheme of Work Year 2 Term 1 that are challenging for them to teach**

**have played the 'Captain, may I?' game for practising the modal verb 'may'**

**be able to list some successful reading lessons taught by fellow teachers**



### Materials

Flip chart paper or chalkboard, markers

English Scheme of Work Year 2 (one for each participant)

Chart 4: Modal verbs

Handout 3: Can and may (one for each participant)

# Session 4

2—3pm

## Teaching English

### activity 01

### activity 02

**Time**  
10 minutes

**The English Scheme of Work Year 2 Term 1**

Give each participant the [English Scheme of Work Year 2 Term 1](#). Ask them to spend five minutes looking through the content and identifying any challenging or unknown topics. Then ask them to share with their group which topics they have identified as challenging or unknown.

Bring the whole class together. Ask volunteers to say which topics their group has identified as challenging or unknown. The co-facilitator writes the topics on the flip chart or chalkboard. Explain that in this training you will share activities and resources for some of the topics and the support teachers will help them with others when they visit them. Make a note of the topics for reference.

**Time**  
30 minutes

**Modal verbs**

Show [Chart 4: Modal verbs](#). Ask volunteers to read through it. Remind the participants that 'will' and 'shall' were introduced in Year 1. Ask volunteers to say some sentences with 'will' and 'shall'.

Then point to 'can' and 'may' on Chart 4. Tell them that they will do 'can' and 'may' with their pupils in Year 2 Term 1. Today you will lead them through a game that they can use with their classes to practise 'may'. They will participate as pupils. Spend about ten minutes teaching the different kinds of steps that they will use in the game and ten minutes playing the game.

#### 1 Teaching the steps

Take the participants outside if possible and ask them to stand in a space. Tell them that you will teach them some steps that they will use in the game. Demonstrate and name each step in turn, and ask the participants to do the steps with you. Choose from these steps:

.....  
baby steps

.....  
regular steps

.....  
giant steps

.....  
forward steps

.....  
backward steps

.....  
frog steps (crouch down on all fours and jump like a frog)

.....  
scissors steps (cross your feet as you walk or jump)

.....  
skip steps (skip)

.....  
horse steps (gallop).

.....  
Then give instructions for the participants to follow, for example: 'Take ten baby steps forward/three giant steps backward/four horse steps forward.'

2

**‘Captain, may I?’**

Follow these steps:

Ask the class to stand so that they are all in a line with each other.

Explain that you are the captain. You will give an instruction to one person, for example: ‘Abdullahi, you may take seven baby steps forward.’ The participant says, ‘Captain, may I?’ If you say, ‘Yes, you may,’ the participant takes the steps. If you say, ‘No, you may not,’ the participant stays still. If the participant forgets to ask, ‘Captain, may I?’, they go back to their starting position. The first person to reach you becomes the new captain.

Demonstrate with one or two participants.

Stand some distance from the class and turn to face away from them. Begin the game.

Give each participant a turn as you play, and continue until there is a new captain.

If there is time, play this variation. Each participant takes turns asking if they may take a number of a certain step, for example: ‘Captain, may I take six giant steps forward?’ The captain replies, ‘Yes, you may’ or, for example: ‘No, you may not, but you may take five baby steps forward.’ Explain that they would play this variation only when their pupils can say and ask the sentences in English.

**Summary**

Ask the class to sit down. Say, ‘This is a classic American game. Do you have any suggestions for improving the game for the Nigerian context?’ Take their ideas.

Then write on the flip chart or chalkboard:

‘May I?’ ‘Can I?’

Ask, ‘What is the difference between ‘may I’ and ‘can I?’ (We use both ‘may’ and ‘can’ to ask for and give permission so the meaning here is the same but ‘may’ is more polite than ‘can’.)

Give each participant [Handout 3: Can and may](#). Read through it with them. Give them examples and ask them for examples of the different meanings of ‘can’ and ‘may’. Ask for any clarifying questions.

# activity

## 03

**Time**  
20 minutes

### **Sharing ideas on teaching reading**

Ask the participants to look at the English Scheme of Work Year 2 Term 1, Weeks 2, 4 and 7. Point out the repeating objective: reading passages, stories, poems.

.....  
Ask:

.....  
‘How are you teaching reading in English?’

.....  
‘How are you using the textbook?’

.....  
‘What is going well?’

.....  
Give them a few minutes to think, then ask them to share their ideas. Encourage them to speak, and highlight their efforts and how they are using the textbook.



# Training Module 11

## Day 1

### Session notes for IQTE trainers



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Wrap up 4—4.15pm		

# Session 5

## 3—4pm

# The why of weekly lesson planning



### Learning outcomes

By the end of this session, the participants will:

**have participated in the 'greater than/less than' game**

**have identified differences in curriculum expectations in the English and Maths Schemes of Work Year 2, and differences between Years 1 and 2 in both subjects**

**have put daily Maths lessons into a sequential weekly plan**



### Materials

Flip chart paper or chalkboard, markers

Card (nine pieces for each group of three, and three for demonstrating)

Chart 5: Greater than/less than

Maths Scheme of Work Year 2 (one for each participant)

English Scheme of Work Year 2 (one for each participant)

Chart 6: Maths Week 5

Materials 2: Maths Week 5 lesson objectives and introductions (one set for each group of three)

# Session 5

## 3—4pm

# The why of weekly lesson planning

## activity 01

**Time**  
10 minutes

**'Greater than/  
less than' game**

Show [Chart 5: Greater than/ Less than](#). Point out the pairs of numbers (404 and 440, and so on). Explain that children often find numbers like these challenging. Tell them that they will play the game 'greater than/less than', which gives children practice using such numbers. They will participate as pupils. First you will demonstrate. Follow these steps:

Ask three volunteers to come to the front of the class. Give each volunteer a piece of [card](#) and [marker](#).

Tell one volunteer to write '404' on their card, another to write '440' on their card, and the third to draw the sign '>' on their card.

Say, 'Greater than.' Tell them to stand in the correct order with their cards to show 'greater than'. ( $440 > 404$ )

Ask the class if they are correct. Ask for any clarifying questions.

Then play the game. Follow these steps:

Ask the class to make groups of three. Give each group nine pieces of card.

Tell them to draw the '>' sign on one card and to write each number from Chart 5 on a separate card. Tell them to keep each number pair separate from the others.

Explain that you will say one number pair from Chart 5 followed by 'greater than' or 'less than'. They will decide how to stand in order with their cards to show the sentence that you said. When they finish, they raise their hands.

The first group to show their cards correctly will check the other groups with you.

Ask volunteers to say the sentence for their numbers, for example: 'Four hundred and forty is greater than four hundred and four.'

Point out that you used three-digit numbers in this game but that they can play the game with two- and four-digit numbers.

# activity

## 02

**Time**  
10 minutes

### Comparing Schemes of Work

Ask the participants to sit down. Explain that the game 'greater than/less than' is for practising a Year 2 Maths objective. Give each participant the [Maths Scheme of Work Year 2](#) and tell them to find which week that objective is in. (Week 1) Then ask, 'What is the topic for Week 7? How many subtopics or objectives are there for that topic?' Then ask about another week.

Give each participant an [English Scheme of Work Year 2](#). Ask them to work in groups to compare the Maths and English Schemes. Tell them to think about:

1  
what in the Schemes is similar and what is different

2  
what is the same and what is different between the Year 1 and Year 2 Schemes.

Give them five minutes for this task. Then bring the whole class together. Ask volunteers from different groups to say their findings. The co-facilitator writes their findings on the flip chart or chalkboard. Guide them specifically to these points: more topics and subtopics to cover in English than in Maths in Year 2; more challenging subtopics and objectives in both subjects than in Year 1.

### Summary

Ask, 'What would be the most challenging topics in Maths for you to teach?' Make notes from the discussion to review with the support teachers.

# activity

## 03

**Time**  
40 minutes

### Ordering Week 5 lessons

Highlight that it is more important that they plan their lessons on a weekly basis for Year 2. Ask, 'Why do you think this is?' (There are more objectives and more complicated skills being taught on a weekly basis, so a teacher must plan the steps of the lesson wisely to enable the pupils to learn the skills well and to complete their studies.)

Explain that during this module they will practise how to order their weekly lesson plans. They will start today by putting one week's lessons in the correct order. Show [Chart 6: Maths Week 5](#) and read through the objectives and subtopics together.

Explain that you will give them the objectives and introductions for each day of Week 5, but out of order. They will discuss and decide in their groups which is Lesson 1, which is Lesson 2, and so on.

Give each group of three one set of [Materials 2: Maths Week 5 lesson objectives and introductions](#). Point out the blank spaces where they will write the number of the lesson. Before they start, point out that the objectives in several lessons says the 'distributive rule'. Demonstrate the distributive rule with this example:

$$\begin{array}{l} 4 \times 53 \\ (4 \times 50) + (4 \times 3) \\ 200 + 12 \\ 212 \end{array}$$

Say, 'The distributive rule says that multiplying a number by a group of numbers added together is the same as doing each multiplication separately.'

Tell them that they have 25 minutes for this task. Move around the room while they are working, helping where necessary.

Bring the whole class together. Ask, 'What did you agree is Lesson 1?' Take a volunteer's answer. Check for agreement. Then do Lesson 2, and so on. Point out that there are two options for Lessons 2 and 3. Guide them to the answer:

Lesson 1 –  
to show the distributive rule of multiplication over addition

Lesson 2 or 3 –  
to multiply two-digit numbers by one-digit numbers horizontally using the distributive rule

Lesson 3 or 2 –  
to review how to multiply one-digit numbers by one-digit numbers vertically; to practise basic multiplication facts

# Wrap- up 3— 4pm



Lesson 4 –  
to multiply two-digit  
numbers by one-digit  
numbers vertically using  
the distributive rule  
without regrouping

Lesson 5 –  
to multiply three-digit  
numbers by one-digit  
numbers vertically using  
the distributive rule  
without regrouping

Lesson 6 –  
to review multiplication of  
two- and three-digit numbers  
by one-digit numbers  
using the distributive rule.

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.

## Summary

Ask, 'Why is it important to pace your learning objectives over the course of the week, moving forward step by step?'

# Training Module 11

## 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

**Note to facilitators**  
You can use the chart exactly as below or change the questions to suit the participants. Use closed (yes/no) questions. Leave the middle box empty.

### Question bingo

Are you the youngest in your family?	Do you like Camels?	Have you ever travelled to Dutse?
Are you shorter than the teacher?		Do you like English more than Maths?
Did you sleep well last night?	Do you have more sisters than brothers?	Is your father a shopkeeper?

# chart 02

## Timetable module 11



### Day 1

**Session 1:**  
**9.30—10.30am**  
Reconnecting

**Session 2:**  
**10.30—11.30am**  
Sharing experiences

Tea break  
11.30—12pm

**Session 3:**  
**12—1pm**  
Understanding  
learning disabilities

Lunch  
1—2pm

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

**Session 5:**  
**3—4pm**  
The why of weekly  
lesson planning

Wrap up  
4—4.15pm



### Day 2

**Session 1:**  
**9.30—10.30am**  
The signs of learning  
disabilities

**Session 2:**  
**10.30—11.30am**  
The how of weekly  
lesson planning

Tea break  
11.30—12pm

**Session 3:**  
**12—1.30pm**  
Teaching English

Lunch  
1.30—2.30pm

**Session 4:**  
**2.30—3pm**  
Helping children with  
learning disabilities

Wrap up  
3—4pm



### Day 3

**Session 1:**  
**9.30—10.30am**  
Preparing weekly  
plan/English reader

**Session 2:**  
**10.30—11.30am**  
Preparing weekly  
plan/English reader

Tea break  
11.30—12pm

**Session 3:**  
**12—1pm**  
Helping children with  
learning disabilities

Lunch  
1—2pm

**Session 4:**  
**2—3pm**  
Preparing weekly  
plan/English reader

Wrap up  
3—4pm

# handout

## 01

# What pupils did in one lesson checklist 1

### Section A

Tick the statements below that describe how most pupils behaved (one statement for each number).

- |   |                                    |                          |  |                          |
|---|------------------------------------|--------------------------|--|--------------------------|
| 1 | Enjoyed the lesson                 | <input type="checkbox"/> | Did not enjoy the lesson               | <input type="checkbox"/> |
| 2 | Were interested, raised hands      | <input type="checkbox"/> | Didn't pay attention                   | <input type="checkbox"/> |
| 3 | Enjoyed and learnt from activities | <input type="checkbox"/> | Didn't enjoy or learn from activities  | <input type="checkbox"/> |
| 4 | Talked with the teacher often      | <input type="checkbox"/> | Talked little with the teacher         | <input type="checkbox"/> |
| 5 | Focused talk in groups             | <input type="checkbox"/> | Confused talk in groups                | <input type="checkbox"/> |
| 6 | Read on their own                  | <input type="checkbox"/> | Read as a group                        | <input type="checkbox"/> |
| 7 | Spoke using their own words        | <input type="checkbox"/> | Spoke by repeating after the teacher   | <input type="checkbox"/> |
| 8 | Appeared to listen carefully       | <input type="checkbox"/> | Seemed to ignore the teacher           | <input type="checkbox"/> |
| 9 | Wanted to be chosen to take part   | <input type="checkbox"/> | Were too shy or not able to understand | <input type="checkbox"/> |

### Section B

Tick a statement if you saw at least five pupils behaving in the way described. (You may tick a few or a lot of statements).

- |    |                                      |                          |                                   |                          |
|----|--------------------------------------|--------------------------|-----------------------------------|--------------------------|
| 10 | Learned quickly                      | <input type="checkbox"/> | Learned slowly                    | <input type="checkbox"/> |
| 11 | Knew what to do from directions      | <input type="checkbox"/> | Were confused or unsure           | <input type="checkbox"/> |
| 12 | Worked well in groups                | <input type="checkbox"/> | Didn't work well in groups        | <input type="checkbox"/> |
| 13 | Had enough time to complete the work | <input type="checkbox"/> | Didn't have enough time to finish | <input type="checkbox"/> |
| 14 | Were busy doing the work             | <input type="checkbox"/> | Didn't work, had no book or pen   | <input type="checkbox"/> |

# handout

## 01

# What pupils did in one lesson checklist 2

### Section C

Tick the statements below that describe what you saw in your class (one statement for each number).

- |    |   |                          |  |                          |
|----|---|--------------------------|--|--------------------------|
| 15 | Groups did work based on abilities  | <input type="checkbox"/> | All the pupils did the same work   | <input type="checkbox"/> |
| 16 | Fast pupils helped others with the work or worked on other activities                 | <input type="checkbox"/> | Fast pupils spent a lot of time waiting for others to finish             | <input type="checkbox"/> |
| 17 | Pupils saw how the lesson was connected to their own lives                            | <input type="checkbox"/> | Pupils didn't understand how the lesson was connected to their own lives | <input type="checkbox"/> |
| 18 | Pupils were challenged by the tasks and/or used their imagination                     | <input type="checkbox"/> | Pupils were bored because the tasks were too easy or unimaginative       | <input type="checkbox"/> |
| 19 | Slow pupils got additional help   | <input type="checkbox"/> | Slow pupils were not doing much  | <input type="checkbox"/> |
| 20 | Open questions were used for pupils to answer and discuss, and pupils asked questions | <input type="checkbox"/> | Pupils spoke only when they were repeating what I said                   | <input type="checkbox"/> |
| 21 | Pupils were working independently on problems, writing stories, reading               | <input type="checkbox"/> | Pupils copied work already done as a whole class                         | <input type="checkbox"/> |
| 22 | Pupils helped to correct themselves   | <input type="checkbox"/> | Pupils were told when they were wrong and to sit down                    | <input type="checkbox"/> |

Count the ticks in this column and write your **total**:

Count the ticks in this column and write your **total**:

# handout

## 02

### Understanding learning disabilities

Mark each statement T for true  
or F for false.

1. People with learning disabilities are Stupid or have less intelligence than others.
2. People with learning disabilities can do well in Maths but not in reading and writing or vice versa.
3. People with learning difficulties are lazy.
4. If people try hard enough, they can outgrow their learning difficulties.
5. People with learning disabilities can never do well in school.
6. People with learning disabilities have problems with certain skills or tasks if they have to find out how to do things themselves or are taught in the usual ways.
7. Tobacco, alcohol or drug abuse by the mother before, during or after pregnancy can affect her child's brain development and lead to learning problems.
8. Complications at birth may cause a child to have a learning disability.
9. Learning difficulties are never inherited (passed down from parent to child).

# chart

## 03

### Causes of learning disabilities

Heredity	Problems during pregnancy and birth	Problems after birth

### Specific causes of learning disabilities

Reading disabilities often run in the family

Errors in brain development during pregnancy

Maternal illness during pregnancy

Foetal exposure to tobacco, alcohol or drugs

Low birth weight

Birth trauma or distress (oxygen deprivation)

Toxic exposure, such as poison

Poor nutrition

## Modal verbs

Modal verbs are used with other verbs to add a certain kind of meaning.

English has ten modal verbs:

will

shall

can

may

should / ought to

must

might

could

would

### Can and may

#### 1) Can and may - permission

##### a) Asking for permission

Can I have a biscuit?

May I have a biscuit?

- 'Can I' and 'May I' = Am I allowed?

- 'May I?' is more polite than 'Can I?'

##### b) Giving and refusing permission

You can/may swim in this river.

They cannot/may not park here.

- 'can' and 'may' = is/are allowed

- 'may' is more formal than 'can'.

#### 2) Can and may - possibility

##### a) may

I may go to the market later.

'Where is my pen?' 'It may be in the cupboard'

- 'may' = it is possible that something  
will happen or is true

##### b) can

You can travel from Kano to Abuja  
by road or by air.

- 'can' = it is possible in general

#### 3) Can - ability

I can swim. Can you swim?

'can' = have the ability to

# chart

## 05

### Greater than / less than

404      440

399      339

801      810

272      227

188      118

**Note to facilitators**  
Make a set of all six lesson's objectives and introductions for each group of three. Put each set in an envelope with the lessons out of order.

# Maths Week 5

## Objective

- To teach basic multiplication facts

## Subtopics

- Multiplication of two-digit numbers by one-digit numbers
- Multiplication of three-digit numbers by one-digit numbers.

**Note to facilitators**  
Make a set of all six lesson's objectives and introductions for each group of three. Put each set in an envelope with the lessons out of order.

## Maths Week 5 lesson objectives and introductions

LESSON ----

**Objective**

To show the distributive rule of multiplication over addition

**Introduction**

Show with stones the distributive rule

$$7 \times 2 = (3 \times 2) + (4 \times 2) \text{ or } 7 \times 2 = (5 \times 2) + (2 \times 2)$$

Show all the different combinations of multiplication facts for  $7 \times 2$ . Write the sentences explaining the use of brackets ( ) to show which parts are done first.

Do the same for  $5 \times 4$ ,  $2 \times 12$ ,  $6 \times 6$ , and so on

LESSON ----

**Objective**

To multiply two-digit numbers by one-digit numbers horizontally using the distributive rule

**Introduction**

Show with stones that

$$13 \times 2 = (10 \times 2) + (3 \times 2)$$

$$= 20 + 6$$

$$= 26$$

Explain how 2 greets the units of 13 and the tens of 13 in this two-digit by one-digit multiplication problem. 2 must greet all the numbers individually. Write the sentence on the chalkboard.

Do the same for  $12 \times 3$ ,  $15 \times 2$ ,  $17 \times 2$ , and so on

### LESSON ----

#### Objective

To review how to multiply one-digit numbers by one-digit numbers vertically  
To practise basic multiplication facts

#### Introduction

Demonstrate how vertical multiplication shows the bottom number greeting the top number. Ask two children to come out to act out the greeting in a vertical fashion and write the sentence

$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$$

$$14 = (7 \times 2)$$

Do the same with  $3 \times 4$ ,  $9 \times 3$ ,  $6 \times 8$  and so on

### LESSON ----

#### Objective

To multiply two-digit numbers by one-digit numbers vertically using the distributive rule without regrouping

#### Introduction

Ask, 'What does 2 do in this problem?'

$$\begin{array}{r} 12 \\ \times 2 \\ \hline \end{array}$$

(It greets both numbers.)

Demonstrate how with:

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$10 = (5 \times 2)$$

$$50 = (10 \times 5)$$

$$60$$

5 has the gift of 10 from his greeting with 2 to add to his greeting of the next number instead of a number from 0-9. Do a few more simple problems to show regrouping, for example:

$$\begin{array}{r} 13 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 24 \\ \times 4 \\ \hline \end{array}$$

### LESSON ----

#### Objective

To multiply three-digit numbers by one-digit numbers vertically using the distributive rule without regrouping.

#### Introduction

Show with:

110

$\times 2$  (2 is greeting three friends now)

$$0 = (0 \times 2)$$

$$20 = (10 \times 2)$$

$$200 = (100 \times 2)$$

220

Show similar examples, for example:

200

300

400

$\times 2$

$\times 2$

$\times 2$

### LESSON ----

#### Objective

To review multiplication of two- and three-digit numbers by one-digit numbers using the distributive rule.

#### Introduction

Show multiplication problems with two- and three-digit numbers on the chalkboard. Have individual pupils show others how to solve them. Pupils do in their books.

Show pupils how to do multiplication mentally with the distributive rule with

$$22 \times 4 = (20 \times 4) + (2 \times 4),$$

$$\text{then with } 222 \times 4 = (200 \times 4) + (20 \times 4) + (2 \times 4)$$



**esspin**

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