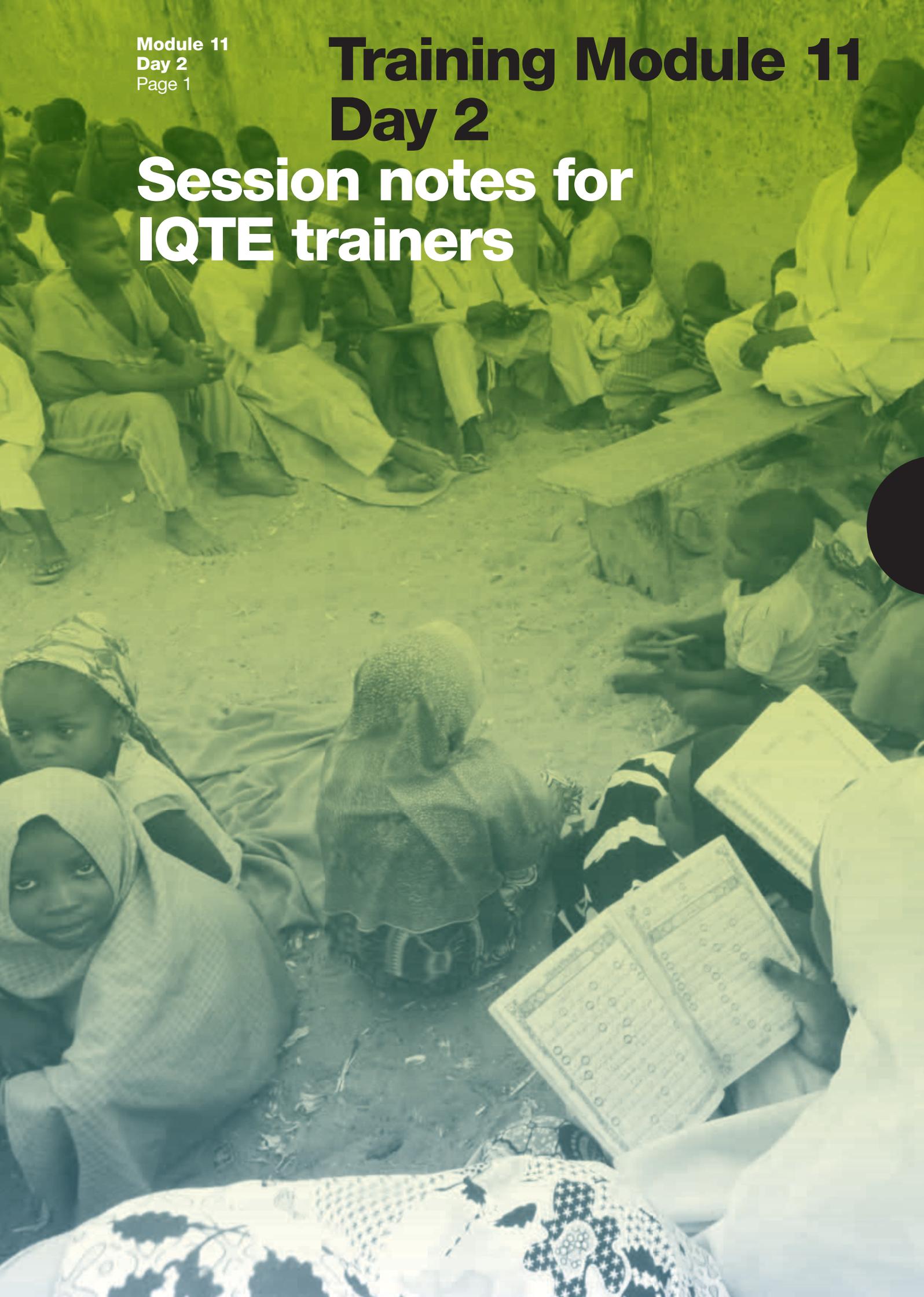


Training Module 11

Day 2

Session notes for IQTE trainers



Training Module 11

Day 2

Session notes for IQTE trainers

Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting	Session 1: 9.30—10.30am The signs of learning disabilities	Session 1: 9.30—10.30am Preparing weekly plan/English reader
Session 2: 10.30—11.30am Sharing experiences	Session 2: 10.30—11.30am The how of weekly lesson planning	Session 2: 10.30—11.30am Preparing weekly plan/English reader
Tea break 11.30—12pm	Tea break 11.30—12pm	Tea break 11.30—12pm
Session 3: 12—1pm Understanding learning disabilities	Session 3: 12—1.30pm Teaching English	Session 3: 12—1pm Helping children with learning disabilities
Lunch 1—2pm	Lunch 1.30—2.30pm	Lunch 1—2pm
Session 4: 2—3pm Teaching English	Session 4: 2.30—3pm Helping children with learning disabilities	Session 4: 2—3pm Preparing weekly plan/English reader
Session 5: 3—4pm The why of weekly lesson planning	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

To make:

Paper balls
(one for each group)

Maths Scheme
of Work week on
slips of paper
(one for each pair)

Page 12, Nigeria
Primary English
Pupils' Book 2
(one photocopy for
each pair)

Headings:

'Helps pupils' and
'Hinders pupils'
(each on a separate
piece of A4 paper)

To collect:

Nigeria Primary
English Pupils'
Book 2
(one)

Reading books
made by support
teachers in ToT
(several)

Module 11**Day 2**

Page 3

**Session 1:
Materials/
Charts/
Handouts**

Flip chart or
chalkboard,
markers

Paper balls
(one for each
group)

A4 paper
(half a piece for
each participant)
and pencils

Materials 1:
Areas of learning
disabilities

Tape

Materials 2:
Signs of learning
disabilities

**Session 2:
Materials/
Charts/
Handouts**

Flip chart or
chalkboard,
markers

Chart 1:
Key steps to
weekly lesson
planning

Materials 3:
Week 5
lesson plans
(one set for each
group of three)

Chart 2:
Weekly lesson
plan activity

Handout 1:
Lesson plan
(one for each
pair)

Maths Scheme
of Work week
(one for each
pair)

**Session 3:
Materials/
Charts/
Handouts**

Flip chart or
chalkboard,
markers

A4 paper
(one piece for
each pair)

Nigeria Primary
English Pupils'
Book 2
(one)

Page 12, Nigeria
Primary English
Pupils' Book 2
(one photocopy
for each pair)

Tape

Chart 3:
Reviewing
the reading
passages

Chart 4 and
Handout 2:
Tips on
writing reading
passages
(one handout for
each participant)

Handout 3:
Dolch word list
(one for each
participant)

Chart 5:
Writing an
English reading
passage

Chart 6:
Tips on writing
styles

Reading books
made by support
teachers in ToT
(several)

**Session 4:
Materials/
Charts/
Handouts**

Flip chart or
chalkboard,
markers

Materials 4:
Teacher
behaviour
statements

Headings:
'Helps pupils'
and 'Hinders
pupils'

Tape

Training Module 11

Day 2

Session notes for IQTE trainers

Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting	Session 1: 9.30—10.30am The signs of learning disabilities	Session 1: 9.30—10.30am Preparing weekly plan/English reader
Session 2: 10.30—11.30am Sharing experiences	Session 2: 10.30—11.30am The how of weekly lesson planning	Session 2: 10.30—11.30am Preparing weekly plan/English reader
Tea break 11.30—12pm	Tea break 11.30—12pm	Tea break 11.30—12pm
Session 3: 12—1pm Understanding learning disabilities	Session 3: 12—1.30pm Teaching English	Session 3: 12—1pm Helping children with learning disabilities
Lunch 1—2pm	Lunch 1.30—2.30pm	Lunch 1—2pm
Session 4: 2—3pm Teaching English	Session 4: 2.30—3pm Helping children with learning disabilities	Session 4: 2—3pm Preparing weekly plan/English reader
Session 5: 3—4pm 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

The signs of learning disabilities



Learning outcomes

By the end of this session, the participants will:

have recalled facts about learning disabilities and their causes

be able to identify six major categories of learning disability

be able to list signs of each major category of learning disability



Materials

Flip chart or chalkboard, markers

Paper balls (one for each group)

A4 paper (half a piece for each participant) and pencils

Materials 1:
Areas of learning disabilities

Tape

Materials 2:
Signs of learning disabilities

Session 1

9.30—10.30am

Reconnecting

activity 01

Time
15 minutes

Reviewing learning disabilities

Ask a volunteer to lead an opening prayer. Then ask a volunteer to lead the class in a song or game that they created for their class.

Remind the class that yesterday they looked at learning disabilities and the causes of learning disabilities. Write:

‘What is a learning disability?’

‘What are some causes of learning disabilities?’

Give them a minute to think about the questions. Then say an answer to one of the questions, and throw a paper ball to the co-facilitator. The co-facilitator then does the same, throwing the ball back to you.

Ask the groups to stand and make a circle around their table. Give each group a [paper ball](#). Tell them that the person holding the ball will say one thing that they remember about learning disabilities and then throw the ball to someone else. Tell them not to repeat what someone else said.

Give them five minutes for this task. Move around the room, encouraging the groups and helping where necessary.

Bring the whole class together. Ask if there are any questions about learning disabilities.

activity

02

Time
10 minutes

Experiencing a learning difficulty

Give each participant a piece of [A4 paper](#) and a [pencil](#). Tell them that you will give them instructions and they will write, but they will write with the hand that they don't normally use to write.

.....
Say quickly, 'Write the following words. After you write them, underline the words that begin with "p" and circle the words that end with "t". The words are "partat", "taparat", "pratap", "trapta", "rapat". (You can create any nonsense words that you want. The key is that they are words that the participants would never have heard.)

Summary

Ask, 'How did it feel when you did this activity?' 'What were you thinking?' Take their ideas. Then tell them that the purpose of this activity is for them to experience what a child with learning difficulties might experience and feel in school. Explain that it is important for teachers to learn and remember how it may feel to have a learning disability. This helps them to think of ways to help pupils with learning disabilities.

activity

03

Time
35 minutes

Signs of learning disabilities

Tell this story:

When Suleiman was in Primary 1, the beginning skills of reading were being taught. The teacher was surprised when Suleiman had a lot of trouble. He was a smart boy and eager to learn, so the teacher thought that reading would come easily to him. But the teacher noticed that Suleiman couldn't match the letters to their sounds in the matching game that he showed to the class.

He noticed that Suleiman rarely wrote the simple CVC words like 'cap' and 'pot' that he dictated to the class. The teacher began to wonder, 'What is wrong with this child? Is he lazy? Is he just not smart enough to learn?'

Tell the participants to think back to what they learned yesterday about learning disabilities. Ask, 'Are there signs that could help the teacher find what is going wrong for Suleiman?' (Suleiman has normal intelligence, wants to learn to read, but has problems understanding the letter-sound relationship.)

Explain that there are a number of signs that a teacher can look for to help to identify a child with learning disabilities. They learned a few signs yesterday. They will now do an activity to help them to identify more signs of a learning disability and classify them into six general areas.

Ask, 'What area of learning did Suleiman have trouble in?' (reading) Tape 'Reading' from [Materials 1: Areas of learning disabilities](#) to the wall. Then ask, 'What other areas of learning might children have trouble in?' (writing, arithmetic) Tape 'Writing' and 'Arithmetic' from Materials 1 to the wall.

Then tape the other three areas of learning disability from Materials 1 to the wall one by one, explaining each area before going on to the next. Make sure that you cover these points:

Non-verbal functions – organisation, evaluation, processing

Has to do with learning new skills, organising and integrating one's own thoughts, remembering information and instructions, planning tasks and evaluating completed work. Also includes understanding others' facial expressions, gestures and tones of voice.

Motor skills

Has to do with coordination, awareness of one's physical surroundings, balance, handwriting and fine motor skills, hand preference and dominance.

Auditory processing

Has to do with how the brain makes sense and reacts to what others are saying in one's native language. This is the next step of understanding what one hears.

Explain that you will give each group three to four signs of learning disability. They will decide under which of the six areas of learning disability each sign should go. They will then tape the signs under the correct areas. Ask them to choose a group leader, who will make sure that everyone participates. Ask for any clarifying questions.

Give each group three to four signs from [Materials 2: Signs of learning disabilities](#).

Tell them that they have 15 minutes for this task. Move around while they are working, helping where necessary.

Bring the whole class together. Go through each area of learning disability in turn. Ask volunteers to read the signs of learning disability under that area. Check for agreement. 'Park' any signs where there is disagreement until the end.

Make sure that the signs are under the areas as follows:

Reading:

Has problems learning the alphabet, letter-sound relationships, rhyming words

Makes many mistakes when reading aloud, repeats and pauses often

Doesn't understand what he/she reads

Writing:

Has real problems with spelling

Doesn't have a preferred hand that he/she writes with

Struggles to express ideas in writing

Arithmetic:

Confuses Math symbols and misreads numbers

Doesn't remember arithmetic operations

Doesn't understand basic concepts such as counting, time, money, shapes

Non-verbal functions – organisation, evaluation, processing:

Works at a very slow pace

Doesn't know how to begin a task or how to continue

Has problems organising thoughts and information

Motor skills:

Gets hurt often

Has very untidy hand-writing or holds a pencil abnormally

Has problems with physical coordination

Auditory processing:

Takes time to speak

Can't think of the word needed

Has problems following directions or retelling a story in order

Summary

Explain that a child with a number of signs in one area may have that learning disability. If possible, they should talk with the parents to ask what they notice at home.



Training Module 11

Day 2

Session notes for IQTE trainers

Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting	Session 1: 9.30—10.30am The signs of learning disabilities	Session 1: 9.30—10.30am Preparing weekly plan/English reader
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Lunch 1—2pm	Lunch 1.30—2.30pm	Lunch 1—2pm
Session 4: 2—3pm Teaching English	Session 4: 2.30—3pm Helping children with learning disabilities	Session 4: 2—3pm Preparing weekly plan/English reader
Session 5: 3—4pm The why of weekly lesson planning	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

Session 2

10.30—11.30am

The how of weekly lesson planning



Learning outcomes

By the end of this session, the participants will:

be able to identify the key steps of weekly lesson planning

have put together a weekly lesson plan so that the objectives, introductions and activities build on each other

have begun developing a weekly lesson plan with a partner



Materials

Flip chart or chalkboard, markers

Chart 1:
Key steps to weekly lesson planning

Materials 3:
Week 5 lesson plans (one set for each group of three)

Chart 2:
Weekly lesson plan activity

Handout 1:
Lesson plan (one for each pair)

Maths Scheme of Work week on slip of paper (one for each pair)

Session 2

10.30—11.30am

The how of weekly lesson planning

activity 01

activity 02

activity 03

Time
10 minutes

Reviewing yesterday's lesson planning session

Say, 'In yesterday's lesson planning session, we did an activity to find which lesson was first, which was second, and so. What was the main topic of the lesson?' (multiplication)

.....
Ask, 'What did you learn about weekly lesson planning from that activity? (Teachers need to build on pupils' knowledge step by step. They cannot jump too high a step or stay on the same step. They must check for learning before going to the next step, and so on.)

.....
Then write this multiplication equation on the flip chart or chalkboard and ask a volunteer to lead the class through the steps of solving the equation:

'222
x 4'

Time
10 minutes

Key steps for planning weekly lessons

Explain that teachers can think of planning their weekly lessons as building the steps of a staircase. If one step is missing or not strong enough, we will not be able to safely get up the stairs. The same is true for children's learning.

.....
Show [Chart 1: Key steps to weekly lesson planning](#) with only Step 1 uncovered. Ask a volunteer to read it. Then ask, 'What do you think are the other key steps in making a weekly lesson plan?' Take their suggestions, and ask questions to guide them to the information in Steps 2 and 3. Uncover the steps on Chart 1 and ask volunteers to read them. Ask if there any questions or more suggestions.

Time
30 minutes

Making Maths Week 5 lesson plans

Explain that today they will look again at Maths Week 5 lessons and work on the next step in weekly planning. Divide them into groups of three.

.....
Give each group [Materials 3: Week 5 lesson plans](#).

Say, 'Look at the objectives and introductions. What do you notice?' (They are the same ones used in yesterday's lesson planning session.) Explain that today they will decide which introductions, activities and revisions go with each day's lesson objective(s).

.....
Tell them to read through all the introductions, activities and revisions before deciding which goes with a lesson objective.

activity 04

Point out that there are key words in bold in each section that will help them. Say, 'Look at Lesson 1 objective. What are the key words in bold?' (distributive rule) Ask if there are any questions. Tell them that they have 25 minutes for this task.

Move around the room while they are working, helping where necessary. Give a five-minute warning before time is up.

Bring the whole class together. Go through each lesson in turn asking the groups to share their decisions. Check for agreement. If there is disagreement, 'park' that section until later. Guide them to the following answers:

Lesson 1 – F, E, C
Lesson 2 – B, F, A
Lesson 3 – A, D, F
Lesson 4 – E, B, D
Lesson 5 – C, C, E
Lesson 6 – D, A, B

Summary

Explain that these lesson plans did not include a second activity because of time but that individual work would be an excellent second activity to do if all the pupils are working on the same skills. If their pupils are at different levels, they can give the class two different activities.

Time
10 minutes

Making Maths Week 5 lesson plans

Explain that in Sessions 1 and 2 on Day 3, they will work with a partner from their LGEA to develop a weekly lesson plan. In Session 4, they will present their plan to the other teachers in their LGEA for feedback.

Show [Chart 2: Weekly lesson plan activity](#). Ask volunteers to read through each point. Give each pair [Handout 1: Lesson plan of Work week](#) and their [Maths Scheme of Work week](#). Explain that they will present their lesson plan tomorrow. Ask for any clarifying questions.

Training Module 11

Day 2

Session notes for IQTE trainers

Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting	Session 1: 9.30—10.30am The signs of learning disabilities	Session 1: 9.30—10.30am Preparing weekly plan/English reader
Session 2: 10.30—11.30am Sharing experiences	Session 2: 10.30—11.30am The how of weekly lesson planning	Session 2: 10.30—11.30am Preparing weekly plan/English reader
Tea break 11.30—12pm	Tea break 11.30—12pm	Tea break 11.30—12pm
Session 3: 12—1pm Understanding learning disabilities	Session 3: 12—1.30pm Teaching English	Session 3: 12—1pm Helping children with learning disabilities
Lunch 1—2pm	Lunch 1.30—2.30pm	Lunch 1—2pm
Session 4: 2—3pm Teaching English	Session 4: 2.30—3pm Helping children with learning disabilities	Session 4: 2—3pm Preparing weekly plan/English reader
Session 5: 3—4pm The why of weekly lesson planning	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

Session 3

12—1.30pm

Teaching English



Learning outcomes

By the end of this session, the participants will:

be able to explain the importance of writing personalised reading passages for their class

have written a reading passage for pupils who may need a simpler text

be able to identify a reading passage that uses simple words, correct spelling, punctuation, capitalisation and sentence structure

be able to list tips on how to write reading passages based on how children learn best



Materials

Flip chart or chalkboard, markers

A4 paper (one piece for each pair)

Nigeria Primary English Pupils' Book 2 (one)

Page 12, Nigeria Primary English Pupils' Book 2 (one photocopy for each pair)

Tape

Chart 3: Reviewing the reading passages

Chart 4 and Handout 2: Tips on writing reading passages (one handout for each participant)

Handout 3: Dolch word list (one for each participant)

Chart 5: Writing an English reading passage

Chart 6: Tips on writing styles

Reading books made by support teachers in ToT (several)

Session 3

12—1.30pm

Teaching English

activity 01

Time
35 minutes

Writing a short reading passage

Note to facilitators

This session is one and a half hours long.

Show [Nigeria Primary English Pupils' Book 2](#).

Tell them that you will give them a reading passage from the book. Give each pair a photocopy of [Page 12, Nigeria Primary English Pupils' Book 2](#). Give them a few minutes to read.

Ask:

'What do you think of this passage?'

'Was it difficult for you to read?'

'Do you think it's difficult for your pupils to read?'

Explain that Nigeria Primary English Book 1 has a few short, simple passages for pupils to read, but Book 2 quickly moves on to this kind of passage. These may be too difficult for the pupils to read at first.

Ask, 'How can we help build the pupils' reading skills if a reading passage is too difficult? (We write our own passage.)

Explain that they will work in pairs to write a simple reading passage about a festival that they are familiar with. When they have finished, they will ask a facilitator to check the passage. They will then write the passage neatly on flip chart paper to present as a chart. They will have 25 minutes for this task. Ask for any clarifying questions.

Give each pair a piece of [A4 paper](#) for their initial writing, and [flip chart paper](#) and [markers](#) for making a chart. Move around the room while they are working, helping where necessary.

activity 02

Time
20 minutes

Sharing and reviewing the reading passages

Bring the whole class together. Explain that they will now review each other's reading passages. Show [Chart 3: Reviewing the reading passages](#). Read through it with them. Tell them to use these questions when they are reviewing the passages.

Divide the class into two groups, keeping the same pairs together. Ask a co-facilitator to sit with each group. Ask the pairs to tape their charts to the walls, then give them five minutes to read and review their group's reading passages.

Ask the participants to sit down and briefly discuss which passage(s) they thought were successful. Ask for any interesting words that they found in the passages.

activity 03

Time
20 minutes

Tips on writing reading passages

Bring the whole class together. [Show Chart 4: Tips on writing reading passages](#) with all the numbered statements covered. Ask, 'What do you think the tips might be?' Give them a few minutes to discuss the question in pairs or think about individually.

Ask volunteers for their suggestions. Guide them by asking questions such as:

'What about the length of the passage?'

'Should the passage be about life in England or in your pupil's local area or village?'

'Children learn so much from pictures. How could you use pictures?'

'What should the ending be like?'

'Should all the passages be written the same way?'

Uncover the points on Chart 4 and ask volunteers to read through each point in turn. Ask for clarifying questions. Give each participant [Handout 2: Tips on writing reading passages](#).

Highlight point 6 and the importance of being able to read the most basic common words. Tell them that you will give them a list of 220 English words. It is important to be able to read these words since they make up 50% to 70% of most texts. Many of the words on this list cannot be sounded out and have to be memorised. Give each participant [Handout 3: Dolch word list](#). Ask for any clarifying questions.

activity 04

Time
15 minutes

Tips on writing reading passages

Explain that in Sessions 1 and 2 tomorrow they will write a reading passage and make it into a book. They will present their book in Session 4. [Show Chart 5: Writing an English reading passage](#). Ask volunteers to read the points.

Then show [Chart 6: Tips on writing styles](#). Read through it with the participants. Finally, show the [reading books made by support teachers](#) during their Training of Trainers. Ask if there are any questions.

Training Module 11

Day 2

Session notes for IQTE trainers

Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting	Session 1: 9.30—10.30am The signs of learning disabilities	Session 1: 9.30—10.30am Preparing weekly plan/English reader
Session 2: 10.30—11.30am Sharing experiences	Session 2: 10.30—11.30am The how of weekly lesson planning	Session 2: 10.30—11.30am Preparing weekly plan/English reader
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Lunch 1—2pm	Lunch 1.30—2.30pm	Lunch 1—2pm
Session 4: 2—3pm Teaching English	Session 4: 2.30—3pm Helping children with learning disabilities	Session 4: 2—3pm Preparing weekly plan/English reader
Session 5: 3—4pm The why of weekly lesson planning	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

Session 4

2.30—3pm

Helping children with learning disabilities



Learning outcomes

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

.....
list some ways that a teacher can help or hinder a child with a learning disability



Materials

Flip chart or chalkboard, markers

.....
Materials 4:
Teacher behaviour statements

.....
Headings:
'Helps pupils' and
'Hinders pupils'

.....
Tape

Session 4

2.30—3pm

Helping children with learning disabilities

activity 01

Time
5 minutes

**Suleiman's story
continued**

Note to facilitators

This session is only
30 minutes long.

Ask, 'Who can tell us something about the boy Suleiman that you heard about this morning?' Take their ideas. Then explain that, now that they have a beginning understanding of the signs of learning disabilities, they will look at how a teacher can help pupils with these disabilities.

Continue Suleiman's story:

Suleiman's teacher became bothered about his difficulties in learning to read. Why wasn't this boy working harder? The teacher was beginning to ignore the boy since he didn't know what was wrong with him. But one day he realised that Suleiman was trying hard to read. It wasn't because he was lazy or stupid or because the teacher wasn't teaching well.

So the teacher decided that day to try something new to help Suleiman. He had Suleiman sit next to Nura, who learned easily and was willing to help Suleiman with his work. He told them that Suleiman could quietly ask Nura to help him during the lesson and that he wanted Nura to do all he could to help Suleiman.

activity 02

Time
25 minutes

Helping children with learning disabilities

Explain that experienced teachers have found some effective ways to help pupils like Suleiman just as Suleiman's teacher tried to help him. These teachers want to help their pupils to get around their 'roadblocks' to learning. These teachers know that there are things that they can do to help a pupil to learn and things that hinder the pupils' learning to the point that they may drop out of school.

Tell them that you will show them some teacher behaviour statements. Some of these behaviours help and some hinder children with learning disabilities. Tape each statement from [Materials 4: Teacher behaviour statements](#) to the wall one by one. Ask volunteers to read each statement as you tape it to the wall.

Then tape the [headings 'Helps pupils' and 'Hinders pupils'](#) to the wall. Explain that in groups they will decide which statements describe teacher behaviours that can help and which statements describe teacher behaviours that can hinder pupils with learning disabilities. They will have 15 minutes for the task.

Bring the whole class together. Ask volunteers to choose any statement and say if it helps or hinders. Check for agreement. If there is agreement, tape the statement under the correct heading. If there is disagreement, 'park' the statement until the end of the discussion. Continue one statement at a time. Guide them to the answers:

Helps:
1, 3, 4, 7, 8, 10, 11

Hinders:
2, 5, 6, 9, 12, 13, 14.

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 11

Day 2

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.

Areas of learning disabilities

Writing

Arithmetic

Motor skills

Non-verbal functions -
organisation,
evaluation,
processing

Auditory processing

Reading

materials

02

Note to facilitators
Write each sign of learning disability on a separate strip of paper. Put the signs out of order before giving out. Give each group three or four statements (depending on the size of the class).

Signs of learning disabilities

Works at a very slow pace

Doesn't know how to begin a task or how to continue

Has problems organising thoughts and information

Get hurts often

Has very untidy handwriting or holds a pencil abnormally

Has trouble with physical coordination

Takes time to speak

Can't think of the word needed

Has problems following directions or retelling a story in order

Has problems learning the alphabet, letter - sound relationships, rhyming words

Make many mistakes when reading aloud, repeats and pauses often

Doesn't understand what he/she reads

Has real problems with spelling

Doesn't have a preferred hand that he/she writes with

Confuses Maths Symbols and misreads numbers

Doesn't remember arithmetic operations

Doesn't understand basic concepts such as counting, time, money, shapes

chart

01

Key steps to weekly lesson planning

Introduce the Scheme of Work weekly Subtopics step by step. Children learn best when they always have a little bit more to learn. We can't skip steps and we can't get stuck going over the same step.

① Give children activities that make them think and practise on their own. Children do not learn just by listening to you telling them the concepts. They need to:

- listen to stories and see pictures that explain the concepts
- move their bodies to learn
- do their own reading, writing and computing
- explore and practise skills using materials to learn

② The last day of the week is for revision. You need to assess how well the pupils have learned the objectives. How well they learned is also an assessment of how well you taught them. What they learned will help you to decide on the next week's lessons.

Maths Week 5 lesson plans

Lesson 1

Objective

To show the distributive rule of multiplication over addition

Lesson 2

Objective

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

Lesson 3

Objective

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

Lesson 4

Objective

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

Lesson 5

Objective

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

Lesson 6

Objective

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

materials

03

Note to facilitators
Each group of three participants will need a set of all the objectives, introductions, activities and evaluations.

Introduction A

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 on the chalkboard.

$$\begin{array}{r} 7 \\ \times 2 \\ \hline 14 \end{array} = (7 \times 2)$$

Do the same with 3×4 , 9×3 , 6×8 , and so on.

Introduction B

Show with stones that

$$\begin{aligned} 13 \times 2 &= (10 \times 2) + (3 \times 2) \\ &= 20 + 6 \\ &= 26 \end{aligned}$$

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 12×3 , 15×2 , 17×2 , and so on.

Introduction C

Show with:

$$\begin{array}{r} 110 \\ \times 2 \text{ (2 is greeting three friends now.)} \\ \hline 0 = (0 \times 2) \\ 20 = (10 \times 2) \\ \hline 200 = (100 \times 2) \\ 220 \end{array}$$

Show similar examples, for example:

$$\begin{array}{r} 200 \\ \times 2 \end{array} \quad \begin{array}{r} 300 \\ \times 2 \end{array} \quad \begin{array}{r} 400 \\ \times 2 \end{array}$$

Introduction D

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

$$22 \times 4 = (20 \times 4) + (2 \times 4), \text{ and then with}$$

$$222 \times 4 = (200 \times 4) + (20 \times 4) + (2 \times 4)$$

Introduction E

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:

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

Introduction F

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 7×2 . Write

the sentences explaining the use of brackets () that show which parts are done first.

Do the same for 5×4 , 2×12 , 6×6 , and so on.

Activity A

Give the whole group a variety of two- and three-digit numbers by one-digit multiplication problems to solve in their notebooks by themselves.

Activity B

Give groups vertical two-digit by one-digit problems one at a time to do together on their slates. Move around the room helping. Then group leaders go to the chalkboard to show how their group solved the problem. Change the group leader after each problem.

Activity C

Make two teams of pupils standing at the back of the room. Write the same three-digit number by one-digit vertical multiplication problem on the chalkboard twice for the two teams. Each team member can only write one line of the problem. Whichever team completes the problem correctly scores a point.

Activity D

Use flash cards with multiplication facts written vertically, to play the 'around the world' game to practise multiplication facts, for example:

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

Activity E

Write a multiplication fact on the chalkboard, for example: 8×5 . Pupils write a combination of other facts that would add up to 8×5 , for example: $(4 \times 5) + (4 \times 5)$, $(5 \times 5) + (3 \times 5)$, and so on. After a few examples, pairs take turns choosing a fact and finding a combination for it for five minutes.

Activity F

Each group has number cards 1-25 (two for each number), two 'x' cards, and one '+' card. Say problems, for example: 11×2 . Pupils work together using their cards to show the tens and units combination of facts for the two-digit by one-digit problem with an example, for example: $(10 \times 2) + (1 \times 2)$. Write the tens and units combination on the chalkboard.

Evaluation A

Write a combination of facts, for example: $(20 \times 2) + (3 \times 2)$, and ask the pupils to write the two-digit by one-digit multiplication problem that this combination shows.

Evaluation B

Correct the written problems that were given as the activity with the pupils.

Evaluation C

Write three multiplication facts on the chalkboard and ask pupils to write at least one combination of facts for each one, for example: 10×5 , 7×3 and 8×8 . Check each pupil's work to see if they understand.

Evaluation D

Give all pupils a few vertical two-digit by one-digit problems to do individually. Check for understanding.

Evaluation E

Write three-digit number by one-digit vertical multiplication problems on the chalkboard and have pupils play a pair game on slates. Partner 1 writes the first combination, partner 2 writes the next step, then partner 1 does the next step until they complete the problem. Move around correcting work.

Evaluation F

Give 20 vertical one-digit by one-digit multiplication problems for pupils to do individually. Check for how many pupils can do the work quickly and correctly on their own.

Weekly lesson plan activity

1. With your partner, develop six lessons, each with objective(s), an introduction and one activity that build on each other.
2. Use child-centred methods (stories, open questions, movement, local materials).
3. Remember to:
 - check the textbook for ideas and help.
 - ask the support teachers for ideas.
 - make the lessons fun and interesting for pupils. 😊

handout

01

Lesson plan	
Date	
Subject	
Topic	
Scheme of Work week	
Objective(s)	
Daily practice	
Introduction	
Activity 1	
Activity 2	
Evaluation	

Reviewing the reading passages

Questions to ask yourself :

- Is this passage simpler than the one in the book?
- Does the passage have correct spelling, sentence structure, capitalisation and punctuation?
- Are there any interesting words used in this passage?

chart handout

04 02

Tips on Writing reading passages

Write short English passages for your pupils using what you know about how children learn:

1. Make the passages very simple at first with six or fewer words on each page.
2. Write stories about your pupils' lives that will interest your pupils.
3. Make drawings to go with the stories.
4. Create endings that are interesting or funny so they want to read the story again.
5. Try a different style for each story so that they don't all sound the same.
6. Remember that children must master the reading of basic common words to achieve reading fluency.

handout

03

Dolch word list

01

Pre-primer:

a
and
away
big
blue
can
come
down
find
for
funny
go
help
here
I
in
is
it
jump
little
look
make
me

my
not
one
play
red
run
said
see
the
three
to
two
up
we
where
yellow
you

Primer:

all
am
are
at
ate
be
black
brown
but
came
did
do
eat
four
get
good
have
he
into
like
must
new

no
now
on
our
out
please
pretty
ran
ride
saw
say
she
so
soon
that
there
they
this
too
under
want
was

well
went
what
white
who
will
with
yes

handout

03

Dolch word list

02

Grade 1:

after
again
an
any
ask
as
by
could
every
fly
from
give
going
had
has
her
him
his
how
just
know
let
live

may
of
old
once
open
over
put
round
some
stop
take
thank
them
then
think
walk
were
when

Grade 2:

always
around
because
been
before
best
both
buy
call
cold
does
don't
fast
first
five
found
gave
goes
green
its
made
many
off

or
pull
read
right
sing
sit
sleep
tell
their
these
those
upon
us
use
very
wash
which
why
wish
work
would
write
your

Grade 3:

about
better
bring
carry
clean
cut
done
draw
drink
eight
fall
far
full
got
grow
hold
hot
hurt
if
keep
kind
laugh
light

long
much
myself
never
only
own
pick
seven
shall
show
six
small
start
ten
today
together
try
warm

Writing an English reading passage

- * Write the reading passage with a partner or by yourself.
- * Write in one of the four styles from the handout: Tips on writing reading passages.
- * Have a support teacher check the passage with you for clarity, spelling, grammar, and so on.
- * Make the final copy into a book. The support teachers will show you how.

Tips on writing styles

1. Use words that rhyme:

That cat
has a hat.
That cat
sits on a mat.
That cat
sees a rat.
That cat
is fat!

2. Start a story using words with the same first sound:

Run round.
Red sun.
Rain races near.

3. Use rhyme at the end of the line:

One, two, three,
Look at me. 👁 👁
One, two, three,
I'm in a tree.
One, two, three,
The birds fly free.

4. Use a repeating line:

You and I can jump.
You and I can play.
You and I can run.

Here is a longer story using the same technique

The red hen sees a seed.
The red hen says, 'I will eat that seed.'
The red hen sees that the seed is too
big to eat.
The red hen says, 'Oh my, I can't eat
the seed.'
But the red hen pecks,
and pecks,
and pecks at the seed.
Look!
The red hen can eat the seed!

Teacher behaviour statements

1. Have them sit where they will learn best, often in front nearest you or near a strong pupil.

2. Have them sit at the back of the room where there is less chance for them to be disruptive to others.

3. If they don't know the answer or how to do an assignment, help them work it out instead of letting them fail.

4. Check on their progress frequently. Give positive feedback for effort and one suggestion for improvement.

5. Expect them to catch up with the others.

6. If they don't know the answer, have them sit down and call on another student.

7. Remember that they don't learn as quickly or easily as others so you have to change your expectations.

8. Assess them orally if their reading and/or writing skills are poor.

9. Tell them to try harder or get angry with them; that will help.

10. Give them smaller or different individual assignments that give them more time to practise.

11. Have other pupils help them (not to do the work for them) by reading, writing and checking work with them.

12. Make them work alone since they are not at the same level as the other children.

13. Give them the regular written assessments to be fair to all pupils.

14. If an assignment is too difficult, don't make them do it.

esspin

Education Sector
Support Programme
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UKaid

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