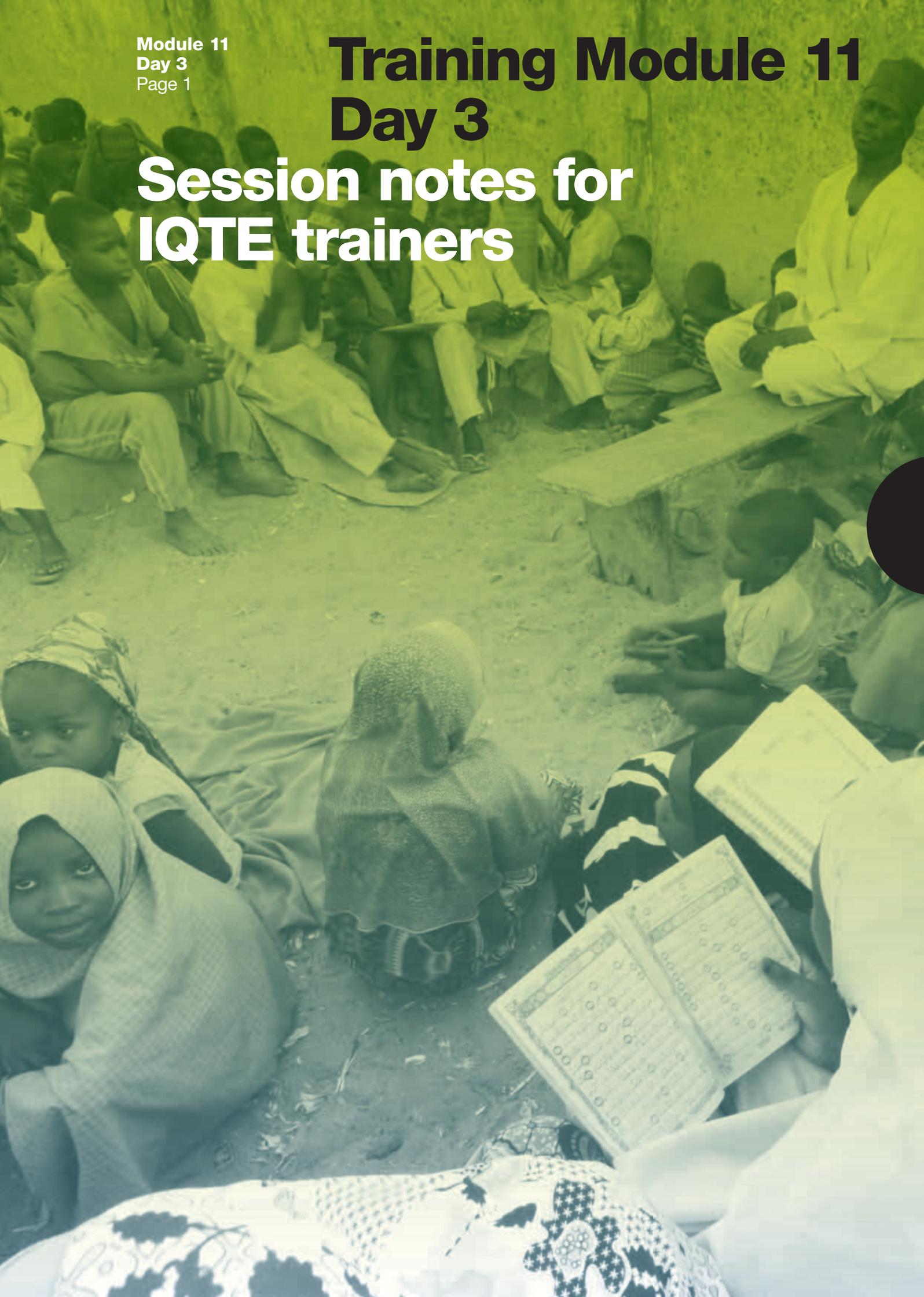


Training Module 11

Day 3

Session notes for IQTE trainers



Training Module 11

Day 3

Session notes for IQTE trainers

Day 3	Day 2	Day 3
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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:

Origami booklet
(one for each group)

To collect:

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

Session 1/2:

**Materials/Charts/
Handouts**

Flip chart or
chalkboard, markers

Chart:
Key steps to weekly
lesson planning
(from Day 2)

Chart:
Weekly lesson
plan activity (from
Day 2)

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

Handout: Lesson plan
(participants' own
from Day 2)

Maths Scheme
of Work week
(participants' own
from Day 2)

Chart:
Tips on writing
reading passages
(from Day 2)

Chart:
Writing an English
reading passage
(from Day 2)

Chart:
Tips on writing styles
(from Day 2)

Origami booklet
(one for each group)

Handout 1:
Making an origami
booklet
(one for each group)

A4 paper and crayons

Session 3:

**Materials/Charts/
Handouts**

Flip chart or
chalkboard, markers

Chart 1:
Ways to help pupils
with learning
disabilities

Materials 1:
Classroom situations
role plays
(one for each group)

Session 4:

**Materials/Charts/
Handouts**

Flip chart or
chalkboard, markers

Maths weekly lesson
plans and English
reading books
(participants' own)

Training Module 11

Day 3

Session notes for IQTE trainers

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Session 1/2

9.30—11.30am

Preparing weekly plan/ English reader



Learning outcomes

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

prepared a Maths weekly lesson plan with a partner

written an English reading passage and made it into a book to use with their classes and share with fellow teachers



Materials

Flip chart or chalkboard, markers

Chart:
Key steps to weekly lesson planning
(from Day 2)

Chart:
Weekly lesson plan activity
(from Day 2)

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

Handout:
Lesson plan
(participants' own
from Day 2)

Maths Scheme of Work week
(participants' own
from Day 2)

Chart:
Tips on writing reading passages
(from Day 2)

Chart:
Writing a reading passage
(from Day 2)

Chart:
Tips on writing styles
(from Day 2)

Origami booklet
(one for each group)

Handout 1:
Making an origami booklet
(one for each group)

A4 paper and crayons

Preparing weekly plan/ English reader

activity 01

Time
120 minutes

**Preparing weekly plan/
English reader**

Note to facilitators

The goals of these two sessions are for the participants to:

plan a week's Maths lessons with objectives, enough pupil activities and an evaluation

be comfortable receiving your support to improve their lesson planning

understand that they are expected to write daily lesson plans for each subject

produce quality work (content, correct spelling, grammar, punctuation, and so on)

manage their time well to complete their work.

For the participants to achieve these goals, the support teachers will need to work with their group to facilitate the best learning environment. Make sure that the support teachers know how to make the origami booklet before the session as they will show their group how to make one. They can follow the instructions in Handout 1: Making an origami booklet.

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 participants that the first two sessions today are work periods. Explain that in these sessions they will make the following materials, and write them on the flip chart or chalkboard:

Maths weekly lesson plan

English reading book.

Tell them that they will prepare their weekly lesson plan with a partner from their LGEA. They will prepare their reading book alone or in pairs. They will present both assignments in Session 4.

.....
Show [Charts: Key steps to weekly lesson planning](#) and [Weekly lesson plan activity](#). Point out the [Maths Scheme of Work Year 2](#).

Tell them to use the charts and the Scheme of Work as a reference for preparing their weekly lesson plan.

.....
Show [Charts: Tips on writing reading passages](#), [Writing an English reading passage](#) and [Tips on writing styles](#).

Tell them to use the charts as a reference for writing their English reading passage.

Show the [origami booklet](#).

Explain that, when they have written their reading passage, they will make it into a booklet like this. The support teachers will show them how. Give each group an origami booklet, and the support teachers [Handout 1: Making an origami booklet](#) for them to use if they wish.

.....
Highlight that they will need to manage their time carefully so that they complete both assignments in the time allotted. Move around the room while they are working, checking for quality and giving support and positive feedback. Show examples of quality work every now and then to give encouragement.

Training Module 11

Day 3

Session notes for IQTE trainers

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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—1pm

Helping children with learning disabilities



Learning outcomes

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

.....
reviewed the general ways that teachers can help pupils with learning disabilities

.....
brainstormed ways that teachers can help with specific learning problems



Materials

Flip chart or chalkboard, markers

.....
Chart 1:
Ways to help pupils with learning disabilities

.....
Materials 1:
Classroom situations role play (one for each group)

Session 3

12—1pm

Helping children with learning disabilities

activity 01

activity 02

Time
10 minutes

Helping pupils with learning disabilities

Remind the participants that in this training they have looked at ways to help pupils with learning disabilities. [Show Chart 1: Ways to help pupils with learning disabilities](#). Ask, 'How did Suleiman's teacher help him?' (The teacher sat Suleiman next to another pupil who could help.) The co-facilitator writes the answer on the line of Chart 1.

Ask, 'What other ways did we talk about yesterday, or what other ways have you used, to help pupils with learning disabilities?' Give them a few minutes to think, then take their suggestions. Ask probing questions to help them. The co-facilitator adds their answers to make a mind map on Chart 1.

Time
15 minutes

Helping with specific learning problems

Explain that they will now go to the next step: helping pupils with specific learning problems. They will look at classroom situations where pupils have a specific learning problem, in Maths, writing, reading or organisation.

Tell them that you will give each group a different classroom situation with a different problem. They will discuss the situation and decide how the teacher could help the pupil(s). They will then create a role play to show at least one way that the teacher could help. They will have 15 minutes to discuss and practise their role play. The role plays should be a maximum of three minutes long.

Divide the class into five groups. Ask each group to choose a group leader, who will make sure that everyone participates. Give each group a different situation from [Materials 1: Classroom situations role plays](#). Tell them to read it through. Ask for any clarifying questions.

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

activity

03

Time
35 minutes

Role play

Bring the whole class together. Tell them that they will now watch each other's role plays. They should watch carefully and notice the way(s) that the teacher tries to help.

.....
Explain that each group will have three minutes to present their role play. Tell them that you will be the timekeeper and that you will give them a sign when they have one minute left. After each role play, the observers will have two to three minutes to share their views on how the teacher tries to help.

Summary

Give positive feedback for their efforts and appropriate feedback for other ways to help pupils. Highlight that there are general ways to help pupils with learning disabilities and specific ways to help with specific problems. A quality teacher looks for both general solutions and specific solutions.

Training Module 11

Day 3

Session notes for IQTE trainers

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Wrap up 4—4.15pm		

Session 4

2—3pm

Presenting weekly plan/ English reader



Learning outcomes

By the end of this session, the participants will:

.....
have presented an original Maths weekly lesson plan with a partner

.....
be able to identify a well-written beginning English reading book



Materials

Flip chart or chalkboard, markers

.....
Maths weekly lesson plans and English reading books (participants' own)

Session 4

2—3pm

Presenting weekly plan/ English reader

activity 01

Time
45 minutes

**Presenting Maths
weekly lesson plans**

Note to facilitators

All the support teachers are needed for this session in order to effectively impact on the participants' learning.

Ask the participants to sit with the support teachers from their LGEA. Explain that each pair will have three minutes to share their Maths weekly lesson plan, describing especially how they did their planning. The rest of their group will give feedback after each presentation.

To facilitate the discussion, the support teachers can ask the presenters questions such as:

'Did you cover all the week's objectives from the Scheme of Work?'

'Did you look through the textbook for ideas?'

'Did you change your ideas as you went along with your planning?'

'Was there any difficult area with the Scheme of Work?'

'Are there good activities that help the pupils think and practise?'

The support teachers can ask the observers questions such as:

'Did the presenters plan well?'

'Do they keep adding more difficulty?'

'Are there any suggestions for improvement?'

Wrap- up 3— 4pm

activity 02



Time
15 minutes

Presenting English reading books

Ask the participants to put their English reading books on their table for a 'gallery' exhibition. Ask everyone to spend about five minutes moving around the room and looking at the books.

.....
Ask everyone to sit down. Ask, 'Which books do you think were the most well done? Why?' Finish by sharing that the teachers can have their pupils make these books for themselves.

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 3

Charts/handouts

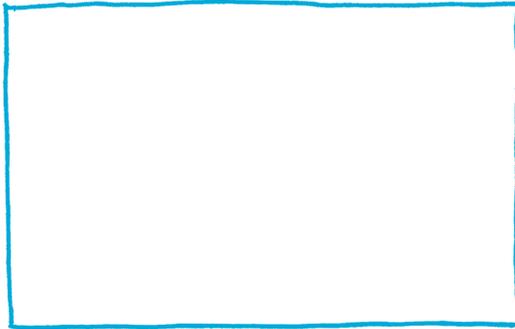
The charts, handouts and other materials needed for each day are illustrated here.

You will need to prepare these materials before each of the day's training begins.

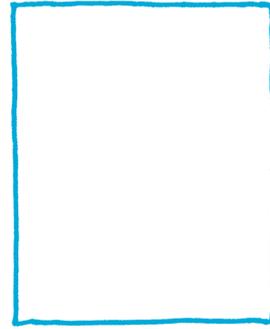
handout

01

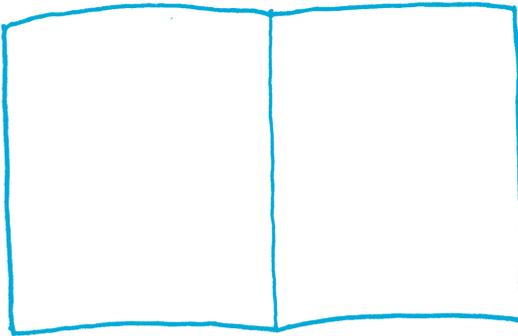
Making an origami booklet



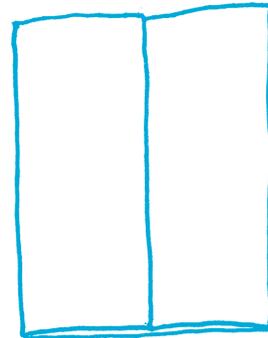
1. Start with a piece of A4 paper.



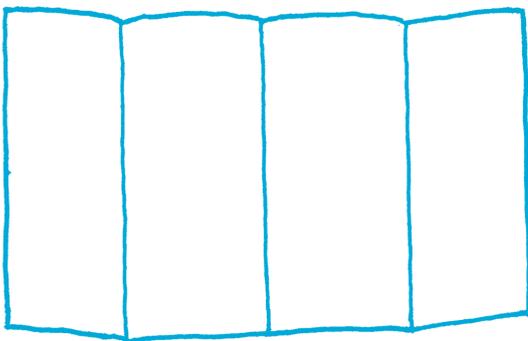
2. Fold the paper in half.



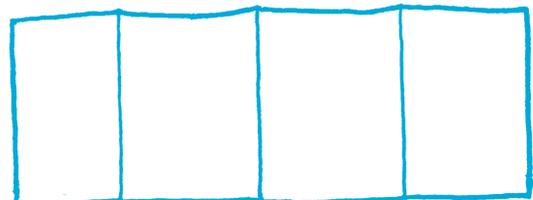
3. Open it out again.



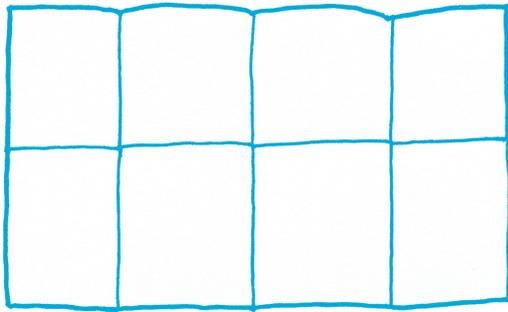
4. Fold the edges in to meet the fold you have made.



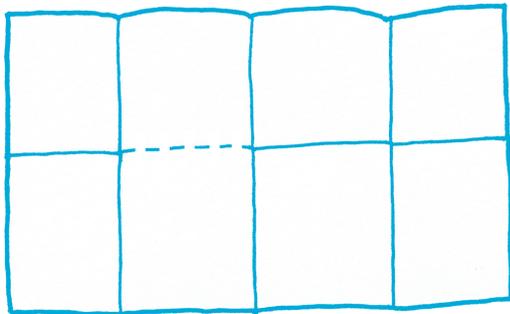
5. Open it out again.



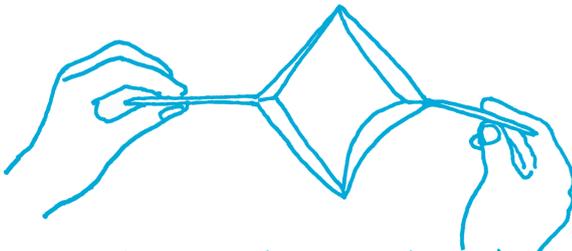
6. Fold the paper in half the other way.



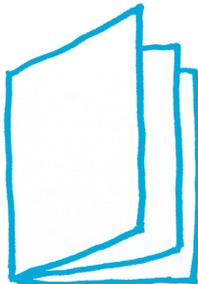
7. Open it out again.



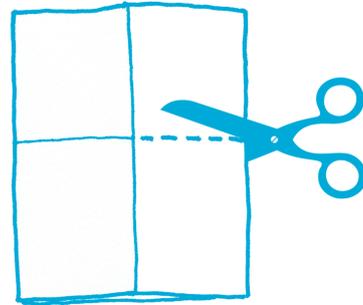
9. Open it out again.



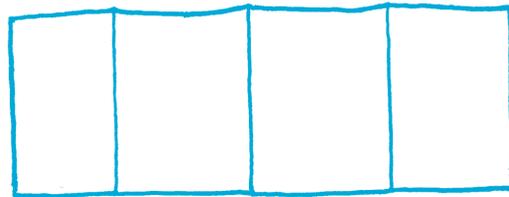
11. Hold the edges and push them towards each other, so that the middle section opens out.



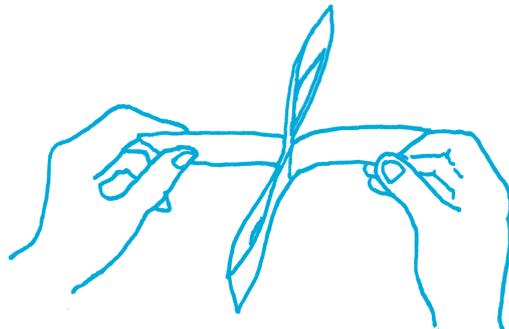
13. Crease well along the spine.



8. Fold the paper in half the first way again, and cut along the dotted line.



10. Fold the paper in half the other way, so that the cut is along the fold.



12. Push the edges until they meet and form pages.

chart

01



Ways to help pupils
with
Learning Disabilities

Classroom situation role play 1

The teacher introduced multiplication to the two pupils two weeks ago. He taught them multiplication using stones and other materials every day for the first week. Then in the second week he used drawings. Now he is just writing the problems on the chalkboard.

The teacher sees that there are four pupils who cannot answer the problems.

What can the teacher do to help with his learning problem?

Classroom situation role play 2

In the Hausa classes, the teacher has the pupils writing short sentences. They use 'prompts' from the teacher such as 'My favourite food is....' They complete the sentence.

The teacher sees that there are three pupils who are writing from right to left (as in Arabic) instead of from left to right.

What can the teacher do to help with this learning problem?

Classroom situation role play 3

In English classes, the teacher is teaching the pupils how to read short passages such as:

You and I can jump.

You and I can play.

You and I can run.

The teacher sees that there are five pupils who cannot read any of the words when he asks them individually.

What can the teacher do to help with this learning problem?

Classroom situation role play 4

The teacher gave all the pupils a bag to keep their workbooks and pen in.

The pupils have learned to stack the bags in the akwati.

The teacher sees that there are two pupils who forget to put their workbooks or pens in their bag. They sometimes even forget to put their bags in the akwati.

What can the teacher do to help with this learning problem?

Classroom situation role play 5

The teacher taught the class four shapes (circle, square, triangle, rectangle) by repeating the names and pointing to the chart on the wall for many months. The chart shows the shapes and the English names. Most pupils cannot read much English yet.

The teacher sees that there are five pupils who cannot identify some or any of the shapes. They say the wrong name for each one.

What can the teacher do to help with this learning problem?

esspin

Education Sector
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