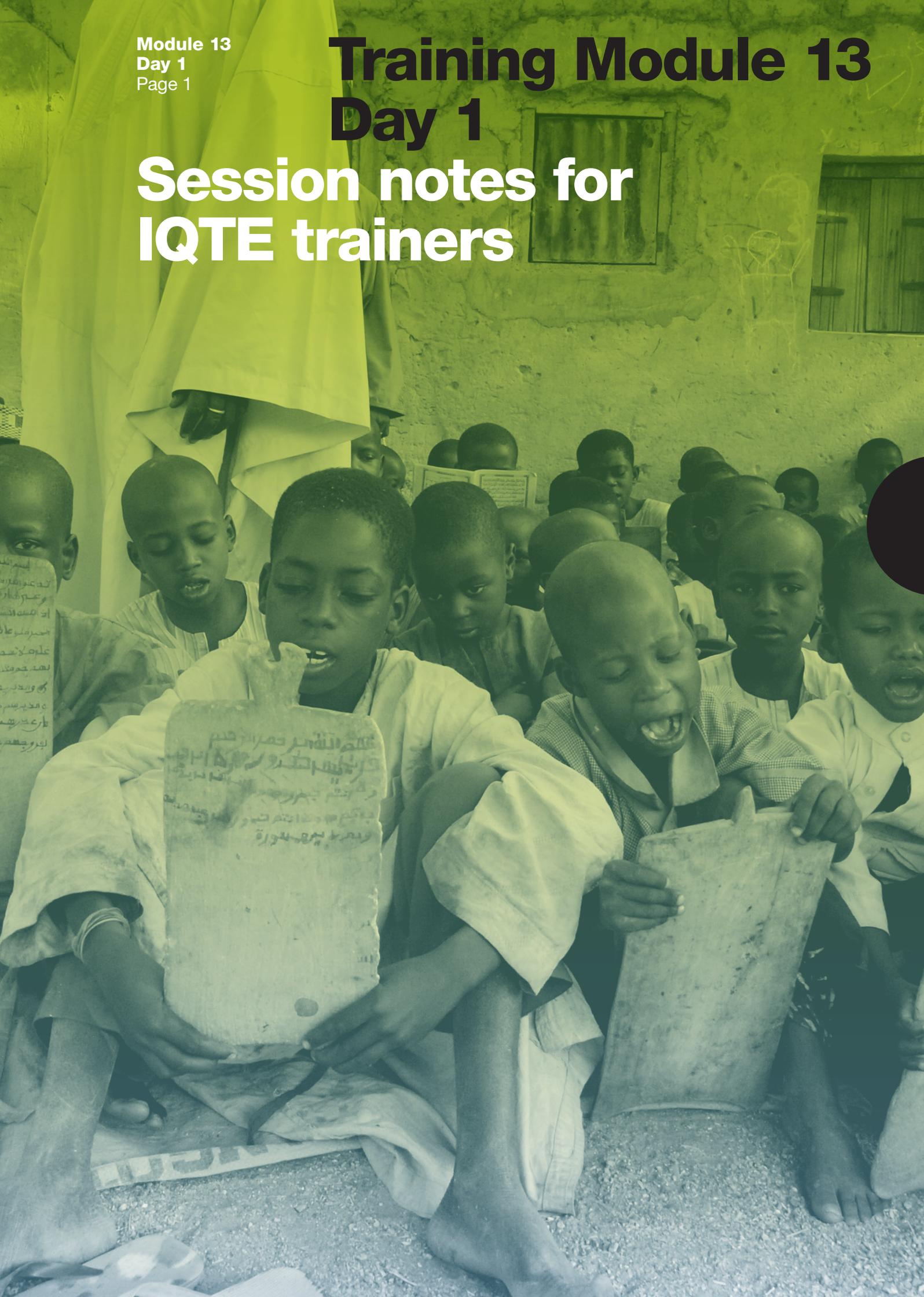


Training Module 13

Day 1

Session notes for IQTE trainers



Training Module 13

Day 1

Session notes for IQTE trainers



| Day 1 | Day 2 | Day 3 |
|--|---|--|
| Session 1: 9.30—10.30am Reconnecting/ Sharing experiences | Session 1: 9.30—10.30am Teaching Maths | Session 1: 9.30—10.30am Teaching Maths |
| Session 2: 10.30—11.30am Teaching Maths | Session 2: 10.30—12pm Teaching English | Session 2: 10.30—11.30am Teaching English |
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| Wrap up 4—4.15pm | | |

To make:

'Parking lot' poster, on flip chart paper: for participants to write their questions during the training

Strips of paper, 20cm long, cut from A4 paper (one for each participant)

Paper squares, cut from A4 paper (one for each participant)

Sound headings:

'suh', 'kuh', 'shuh', 'tchuh' (one heading for each sound)

Strips of paper: flip chart paper cut into thirds lengthwise (one for each pair)

To collect:

String: different lengths (one piece for each participant)

Metric ruler (one for each participant)

Tape measure

Symmetrical objects: leaves, Hausa motifs, letters

Religious artifacts and drawings: mosque/church/shrine, crescent, flags, beads

Session 1: Materials/Charts/Handouts

Flip chart or chalkboard, markers

Chart 1: Timetable Module 13

'Parking lot' poster

A4 paper

Session 2: Materials/Charts/Handouts

Flip chart or chalkboard, markers

Strips of paper (one for each participant)

String (one piece for each participant)

Chart 2: Measuring using parts of the body and actions

Metric ruler (one for each participant) and tape measure

Handout 1: Units of metric measurement for length (one for each participant)

Handout 2: Measuring lines (one for each participant)

Chart 3: Rectangles

Paper square (one for each participant)

A4 paper (one piece for each participant)

Handout 3: Lines of symmetry (one for each group)

Symmetrical objects

Session 3: Materials/Charts/Handouts

Flip chart or chalkboard, markers

Materials 1: The sounds of 'c' and 'ch' (one set for each group)

Sound headings: 'suh', 'kuh', 'shuh', 'tchuh'

Tape

Chart 4: The sounds of 'o'

Strips of paper (one for each pair)

Chart 5: Teaching phonics through alliteration

Session 4: Materials/Charts/Handouts

Flip chart or chalkboard, markers

Chart 6: Comparing religions

Tape

Religious artifacts and drawings

Session 5: Materials/Charts/Handouts

Flip chart or chalkboard, markers

A4 paper (one piece for each pair)

Chart 7: Transforming words 1

Chart 8: Transforming words 2

Chart 9: Singular and plural

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Day 1

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Session 1

9.30—10.30am

Reconnecting/ Sharing experiences



Learning outcomes

By the end of this session, the participants will:

have recalled, reflected on and shared recent teaching experiences

have practised collegial and professional communication skills

be able to explain the training timetable



Materials

Flip chart or chalkboard, markers

Chart 1:
Timetable Module 13

'Parking lot' poster

A4 paper
(one piece for each participant) and pens

Session 1

9.30—10.30am

Reconnecting/ Sharing experiences

activity 01

activity 02

Time
10 minutes

Reconnecting

Welcome the participants back, and ask a volunteer to lead an opening prayer. Then ask a volunteer to lead a game or activity that they have created which went well in their class. If no one volunteers, ask someone to lead a game or activity that they have done before.

Time
10 minutes

The timetable for the week

Show [Chart 1: Timetable Module 13](#), and give the participants time to read through it. Remind them that the aim of Modules 12—19 is to work on subject content to meet the requirements of the Scheme of Work. Point out that on Days 2 and 3 'Wrap up' includes 'Finishing off'. This means time for finishing work, asking questions, further practice and making teaching materials.

Put the '[Parking lot](#)' poster on the wall. Remind them to use the poster for writing their questions on anything that they don't understand or are having difficulty with. You will deal with the questions during the Wrap up/Finishing off sessions at the end of Days 2 and 3.

Put the timetable on the wall for reference throughout the training

activity

03

Time
40 minutes

Sharing experiences

Tell the participants to think about their pupils, and who is doing well and who is not doing so well. Tell them to think about the pupils' work, ability, behaviour and progress.

Explain that they will do the 'two stars and one wish' activity about three of their pupils. They will write the names of two pupils that are doing well and say in what ways they are doing well. They will also write down the name of one pupil who is not doing so well and why and say how they as teachers could help this pupil to improve.

Give each participant a piece of [A4 paper](#). Give them 15 minutes for this task. Move around the room, checking on their work and helping where necessary

When they have finished, ask them to share their 'two stars and one wish' with a partner. Give them five minutes to share. Then ask them to move on to another person and again give them five minutes to share. Finally, ask them to move on to another person and share.

Summary

Bring the whole the class together and ask volunteers to say what they learnt from doing this activity. Ask them to say what ideas they had for helping the pupils who are not doing so well.

Training Module 13

Day 1

Session notes for IQTE trainers



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| Wrap up 4—4.15pm | | |

Session 2

10.30—11.30am

Teaching Maths



Learning outcomes

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

demonstrate how to measure length using non-standard measures such as hand-spans, feet and cubits

introduce standard units to measure length – mm, cm, m, km – and calculate the perimeter of an area

show how to identify the lines of symmetry of two-dimensional shapes



Materials

Flip chart or chalkboard, markers

Strips of paper (one for each participant)

String (one piece for each participant)

Chart 2:
Measuring using parts of the body and actions

Metric ruler (one for each participant) and tape measure

Handout 1:
Units of metric measurement for length (one for each participant)

Handout 2:
Measuring lines (one for each participant)

Chart 3:
Rectangles

Paper square (one for each participant)

A4 paper (one piece for each participant)

Handout 3:
Lines of symmetry (one for each group)

Symmetrical objects

Teaching Maths

activity 01

Time
10 minutes

Measuring in real life

Tell the participants that in this session they will look at measuring. Divide them into groups of five or six. Give each group a piece of [flip chart paper](#) and a [marker](#). Ask the groups to list as many words and phrases that they can think of which refer to length and size of objects.

Bring the whole class together and ask each group in turn to say an answer. (Possible answers are: long, short, big, small, tall, wide, broad, thin, fat, bigger than, smaller than, shorter than, the same height as, and so on.) Explain that doing this activity with their pupils will help them to become familiar with the vocabulary used to talk about measurement.

Give each participant a [strip of paper](#). Ask them to move around the classroom and find three objects that are longer than the strip of paper and three objects that are shorter. Ask them to write a simple sentence to describe their findings, for example: This pencil is shorter than the paper. The door is taller than the paper.

Bring the whole class together and ask a few volunteers to say a sentence. Then explain that this activity helps children to build skills of comparison. They can extend the activity by writing a list of objects on the chalkboard and asking their pupils to compare them by size and write a simple sentence to describe the difference. Point out that for horizontal objects we use 'longer than' and for vertical objects 'taller than'.

activity

02

Time
30 minutes

**Units of measurement,
non-standard and
standard**

1 Using non-standard measures

Give each participant a piece of [string](#), and ask them to use the string to measure the length, height or width of various objects in the classroom, for example: mats, table, chairs, door, window, chalkboard. Ask them to write down the measurements.

Give the participants a few minutes for this task. Then ask them to compare their measurements with a partner. Tell them to notice what they find out, but for the moment to keep their findings to themselves.

Then ask if they know of any parts of the body or body actions that are used to measure things. (Possible answers are: the foot, hand span, arm span, finger width, cubit - distance from the elbow to the tip of the longest finger, stride). The co-facilitator writes their answers on the flip chart or chalkboard.

Tell the participants to use these parts of the body or actions to again measure objects in the classroom and to write down the measurements. Put [Chart 2: Measuring using parts of the body and actions](#) on the chalkboard while they are working, and add more objects to be measured if you wish.

Ask the participants to write their measurements on Chart 2, large enough for people to easily see.

When they have finished writing, ask them all to look at the chart. Ask, 'What do you notice?' Then ask, 'What problems do you see in measuring things with a piece of string and parts of the body or actions? (We get different answers when measuring the same thing.)

Highlight that we need the same units of measurement to get the same answers.

2
Using standard measures

Ask, 'What are the standard units of measurement we use today?' The co-facilitator writes their answers on the flip chart or chalkboard. Guide them to the answer that we use the metric system, which measures things in decimals or units of 10s, 100s, 1000s.

Tell them that for today, they will just look at measuring length and area. Give each participant [Handout 1: Units of metric measurement for length](#), and read through it with them. Show each unit of measurement (mm, cm, m) on a [metric ruler](#) or [tape measure](#).

Ask the participants to suggest different objects and say which unit they would use to measure the object, for example: the thickness of wood, the length of a pencil, the height of a person, the length of the room, the distance between Kano and Kaduna.

Give each participant a metric ruler and tell them to measure the same objects that they measured before. Then ask them to write their answers on Chart 2.

When they have finished writing, ask them all to look at the chart and say what they notice. This time, all the results should be very similar or the same depending on how accurate the participants were in measuring.

To check for accurate measuring, give each participant [Handout 2: Measuring lines](#). Tell them to work individually and measure the lines, then check their measurements with a partner. Bring the whole class together and ask volunteers to say the measurement of each line in turn. Check for agreement.

activity

03

Time
10 minutes

Calculating the perimeter of a rectangle

Show [Chart 3: Rectangles](#). Point to the first rectangle (square). Say, while demonstrating, 'My finger travels all the way around the edge of the rectangle and back to the starting point. What do we call that distance?' (perimeter) Explain that the 'perimeter' is the distance around the edge of a two-dimensional shape.

Ask, 'What is the perimeter of the two rectangles on Chart 3?' Write the calculations:

'perimeter of a rectangle = (length + width) x 2'

Rectangle 1

$4\text{cm} + 4\text{cm} + 4\text{cm} + 4\text{cm} =$
 $4 \text{ sides} \times 4\text{cm} =$
 16cm

Rectangle 2

$3\text{cm} + 5\text{cm} + 3\text{cm} + 5\text{cm} =$
 $(2 \text{ sides} \times 3\text{cm}) +$
 $(2 \text{ sides} \times 5\text{cm}) =$
 $6\text{cm} + 10\text{cm} =$
 16cm

Point out that both rectangles have the same perimeter. Then ask 'Do they have the same area?' 'Which one has the biggest area?' (Area of rectangle 1 = $4\text{cm} \times 4\text{cm} = 16\text{cm}^2$. Area of rectangle 2 = $3\text{cm} \times 5\text{cm} = 15\text{cm}^2$.)

Ask, 'If you only have 16m of fencing, which design would make the biggest enclosure for your goats or the biggest garden?' (the square)

activity

04

Time
10 minutes

Lines of symmetry

Give each participant a [paper square](#). Tell them to fold the square into equal halves in as many ways as they can find. Move around the room, checking on their progress.

Ask, 'How many ways are there of folding the square into equal halves?' (four) Ask a volunteer to show the four ways. Tell the participants that, when the two halves are exactly equal, the folds are called 'lines of symmetry'. A square has four lines of symmetry.

Give each participant a piece of [A4 paper](#). Point out that it is a rectangle. Tell them to fold it into equal halves, again in as many ways as they can find. Ask, 'How many ways did you find?' (They should find only two.) Point out that a rectangle has two lines of symmetry.

Divide the class into groups and give each group [Handout 3: Lines of symmetry](#).

Ask them to work together to find and draw the lines of symmetry on each shape. Then bring the whole class together and ask them how many lines of symmetry they found for each shape. Guide them to the answers:

1 one, 2 four, 3 two, 4 one, 5 two, 6 five, 7 one, 8 one, 9 infinite, 10 one.

Explain that symmetry is also found in the world around us. Show participants a few [symmetrical objects](#) and ask if they can see the lines of symmetry. You can also demonstrate the lines of symmetry in the human body.

Ask the participants if they know the saying: 'All things have been created in due measure and proportion.' Point out that what they have done on symmetry shows exactly that.

Summary

Remind the participants what they have done in this session and ask if there are any clarifying questions. If there is no time to answer all the questions, tell them to write their questions on the 'Parking lot' poster.

To close the session, tell them that you will lead them through an activity in pairs. Follow these steps:

Ask one person in the pair to use string to measure:

1
the length of their partner's foot

2
the distance between the wrist and elbows.

.....
Tell them to mark each measurement on their string with a marker.
.....

Tell them to compare the two measurements. Ask, 'What do you notice?' (The length of the foot equals the distance between the wrist and elbow.)
.....

Now tell the other person in the pair to use string and mark the measurement of:

.....
1
their partner's arm span from the tips of the middle fingers when the partner stretches their arms out wide
.....

2
their partner's height.
.....

Tell them to compare the two measurements. Ask, 'What do you notice?' (The arm span equals the height of the person.)
.....

Training Module 13

Day 1

Session notes for IQTE trainers



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Session 3

12—1pm

Teaching English



Learning outcomes

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

.....
explain the meaning of 'phonics'

.....
explain how to balance the use of phonics in teaching the sounds of letters of the alphabet

.....
demonstrate the teaching of phonics with alliteration

.....
write an example of alliteration for use in a learning environment



Materials

Flip chart or chalkboard, markers

.....
Materials 1:
The sounds of 'c' and 'ch' (one set for each group)

.....
Sound headings: 'suh', 'kuh', 'shuh', 'tchuh'

.....
Tape

.....
Chart 4:
The sounds of 'o'

.....
Strips of paper (one for each pair)

.....
Chart 5:
Teaching phonics through alliteration

Teaching English

activity 01

Time
20 minutes

The sounds of 'c', 'ch' and 'o'

Ask, 'Who can remind us what "phonics" is?' (Phonics is the sound that letters make.) Remind them that it is important to use the sounds of the letters, not their alphabet names, when helping pupils to read and spell words. They will look at teaching phonics in this session.

1 The sounds of 'c' and 'ch'

Explain that in English 'c' may have the sound 'suh', 'kuh' or 'shuh', and 'ch' may have the sound 'shuh' or 'tchuh'. [Tape the sound headings: 'suh', 'kuh', 'shuh', 'tchuh'](#) on the wall.

Divide the class into four groups and give each group [Materials 1: The sounds of 'c' and 'ch'](#).

Tell them to divide the words in Materials 1 into four groups according to their sound. Move around the room, checking on their progress.

Bring the whole class together. Ask each group to tape their words under one of the four sound headings. Then go through the words for each sound in turn, and check for agreement. 'Park' any word where there is disagreement until the end of the activity. Guide them to the answers:

'suh': city, circle, rice, face, sentence, fence, race

'kuh': cat, camera, call, cousin, cap, case, creation, Christmas, school

'shuh': special, delicious, chauffeur, chef

'tch': watch, children, chair, chew.

2 The sounds of 'o'

Show [Chart 4: The sounds of 'o'](#). Ask volunteers to read each pair of words. Ask, 'What sounds does "o" have in English?' Take their answers. Point out that 'o' has a different sound in each pair of words on Chart 4. There is the 'short o' in 'of' and the 'long o' in 'only'. The sound of 'o' is also transformed, for example, by the letters that follow it (as in 'ow', 'ou', 'or', 'ough').

Summary

Explain that the two activities that they have just done demonstrate the difficulty of teaching phonics in English: phonics is consistent in Hausa and Arabic but not consistent in English. Phonics therefore has a place in the English reading programme but it needs to be balanced with the study of whole words and whole sentences. Explain that you will now do an activity that uses whole words and sentences.

activity

02

Time
40 minutes

Using alliteration in the teaching of phonics

Show [Chart 5: Teaching phonics through alliteration](#).

Read through the chart, asking the class to read aloud with you. Then ask, 'Looking at these sentences, what do you think alliteration is?'

(Alliteration is the repetition of the same sound or letter at the beginning of each or most of the words in a sentence.)

Ask the participants to get into pairs. Tell them that each pair will now write a sentence using alliteration. Each pair will use a different letter. Tell each pair which letter to use. (You can use vowels or consonants but avoid q, x, y and z, which are more difficult to find words for.)

Give each pair a [strip of paper](#) and [marker](#). Remind them to make their writing large and clear enough for everyone to read. Move around the room, checking their spelling and helping where necessary. When they finish, tell them to practise saying their sentence with fluency and rhythm. They can also add actions if they wish.

When they have finished, ask each pair in turn to show and share their sentence.

Note to facilitators

Collect the sentences to print out and give to the participants as a teacher resource at the end of the training.

Summary

Ask if there are any clarifying questions. Finish by reminding them of the phonetic inconsistency of English compared to the consistency of Hausa, and by emphasising the importance of making activities fun.

Training Module 13

Day 1

Session notes for IQTE trainers



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Session 4

2—3pm

Teaching Social Studies



Learning outcomes

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

.....
define religion

.....
identify the main religious groups in Nigeria

.....
identify common practices in our community that have their roots in religion

.....
list some common features of all religions

.....
identify some differences between religions



Materials

Flip chart or chalkboard, markers

.....
Chart 6:
Comparing religions

.....
Tape

.....
Religious artifacts and drawings

Teaching Social Studies

activity 01

Time
30 minutes

What is religion?

Divide the class into groups of five or six. Ask, 'How can we define religion?' Tell them to discuss the question in their groups and to write a definition. Give them a few minutes for this task, then take their suggestions. Guide them to the definition that religion is a 'set of beliefs and practices that govern and are used in daily life'. Tell them that in this session they will look at religion.

.....
Explain that religion tries to answer the 'big questions' of life. Ask them for examples of the 'big questions'. Guide them to the following questions:

.....
What is the purpose of life?

.....
Where did I come from?

.....
What happens after death?

.....
Why do good things happen to bad people?

.....
Why do bad things happen to good people?

.....
Explain that religion may affect people's choices about clothing, manners, food, trade, and so on. Ask them to give examples.

activity

02

Time
40 minutes

Comparing religions

Ask, 'What are the three main forms of religious belief in Nigeria?' (Islam, Christianity, traditional beliefs)

Show [Chart 6: Comparing religions](#), and ask volunteers to read aloud the box headings. Give each group a piece of [flip chart paper](#) and [marker](#). Ask the groups to copy Chart 6 on to their paper and work together to fill in the boxes. Move around the room, checking on their progress.

When the groups have finished filling in their charts, ask them to tape them on the walls. Then bring the whole class together and ask them to compare the similarities and differences in their charts. Show the [religious artifacts and drawings](#) that you have brought in to help the discussion.

Summary

Summarise their discussion, and point out the importance of respecting peoples' beliefs even if they are different from your own. Ask if there are any questions.

Training Module 13

Day 1

Session notes for IQTE trainers



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| Wrap up 4—4.15pm | | |

Session 5

3—4pm

Teaching Hausa



Learning outcomes

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

.....
explain various ways of transforming words in Hausa

.....
practise transforming words into different parts of speech



Materials

Flip chart or chalkboard, markers

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

.....
Chart 7:
Transforming words 1

.....
Chart 8:
Transforming words 2

.....
Chart 9:
Singular and plural

Teaching Hausa

activity 01

Time
30 minutes

Introducing word transformation in Hausa

Explain that in Hausa as in English words can be transformed from one part of speech to another, for example from a verb to a noun, from a noun to an adjective, or from a noun to a verb. Say, 'Sauye-sauyen kalma na nufin samuwar watakalma daga wata kalmar.'

Tell the participants that in this session they will practise word transformation (sauye-sauyen kalmomi) in Hausa. Explain that children need to understand how to transform words from one part of speech to another in order to build their language skills.

Tell the participants to work in pairs. Give each pair a piece of [A4 paper](#). Ask them to share with their partner what they know about word transformation in Hausa and to write some examples. Then bring the whole class together and ask volunteers to share some of their answers.

Then ask the pairs to make a list of different types of work that people do in Hausa communities. Give them a few minutes for this task, then take their answers and write them on the flip chart or chalkboard.

Go through the types of work one by one and ask what we call the person who does that work. Write the person next to each type of work. (For example, the verb 'kira' can be transformed into the noun 'makeri', 'noma' can be transformed into 'manomi'.)

activity 02

Time
30 minutes

Transforming words

Divide the class into groups, and give each group a piece of flip chart paper and marker. Ask them to make a list of verbs that can be transformed into nouns. Give them a few minutes for this task, then take their answers.

Show [Chart 7: Transforming words 1](#), and ask them to work in their groups and change the verbs into nouns. Move around the room, checking on their progress.

Then bring the whole class together and ask volunteers to fill in the blanks on the chart. Check for agreement. 'Park' any answers where there is disagreement until the end of the activity.

Explain that in Hausa words may be transformed in various ways, for example: masculine to feminine (matashi to matshiya, yaro to yarinya), noun to verb (dinki to madinki, tuki to matuki), verb to noun (zama to mazauni, kida to makadi), and so on.

Explain that, to understand the word transformation and to transform the word in different ways, we need to understand the original word. Show [Chart 8: Transforming words 2](#) and go through it with the participants.

Explain that we can also transform words from singular to plural or plural to singular. Show [Chart 9: Singular and plural](#) and go through it with them.

Summary

Ask what they have learnt in this session. Ask if they have any questions or need any clarification on what they have done.

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. Ask a volunteer to lead the class in a closing prayer.

Training Module 13

Day 1

Charts/handouts

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

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

chart 01

Timetable module 13



Day 1

Session 1:
9.30—10.30am
Reconnecting/
Sharing experiences

Session 2:
10.30—11.30am
Teaching Maths

Tea break
11.30—12pm

Session 3:
12—1pm
Teaching English

Lunch
1—2pm

Session 4:
2—3pm
Teaching Social
Studies

Session 5:
3—4pm
Teaching Hausa

Wrap up
4—4.15pm



Day 2

Session 1:
9.30—10.30am
Teaching Maths

Session 2:
10.30—12pm
Teaching English

Tea break
12—12.30pm

Session 3:
12.30—1pm
Teaching Social
Studies

Lunch
1—2pm

Session 4:
2—3pm
Teaching Hausa

Wrap up
3—4pm



Day 3

Session 1:
9.30—10.30am
Teaching Maths

Session 2:
10.30—11.30am
Teaching English

Tea break
11.30—12pm

Session 3:
12—1pm
Teaching Social
Studies

Lunch
1—2pm

Session 4:
2—3pm
Teaching Hausa

Wrap up
3—4pm

Measuring using parts of the body and actions

| Body part/ action | Object | | | | |
|----------------------|-----------------------|----------------------|-----------------------|---------------------|---------------------------|
| | Length of table | Height of door | Width of window | Length of mat | Length of classroom |
| Hand span | | | | | |
| Cubit | | | | | |
| Foot | | | | | |
| Finger width | | | | | |
| Stride | | | | | |

handout

01

Units of metric measurement for length

mm - millimetres

cm - centimetres

m - metres

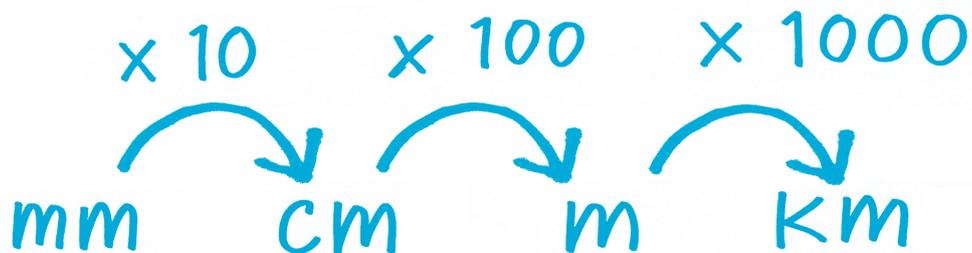
km - kilometres

1 centimetre = 10 millimetres

1 metre = 100 centimetres

1 metre = 1000 millimetres

1 kilometre = 1000 metres



handout

02

Note to facilitators
Draw five lines, each line a different length. The lines on each hand-out should be the same length.

Measuring lines



1. _____

2. _____

3. _____

4. _____

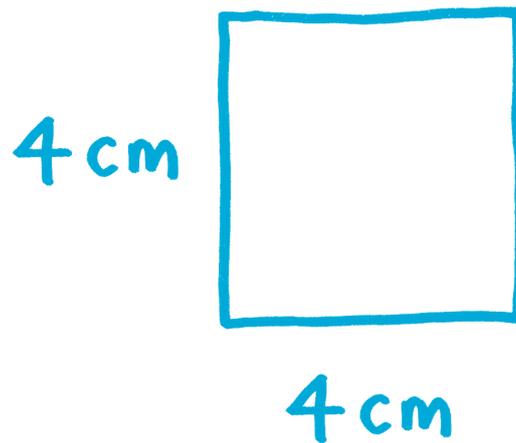
5. _____

chart

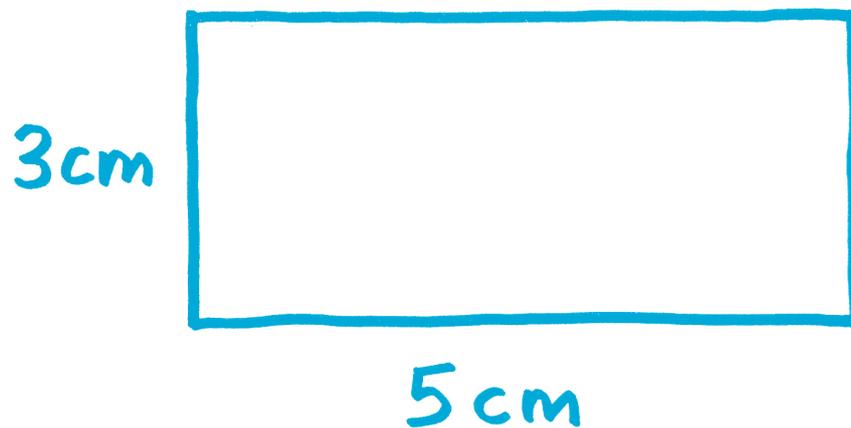
03

Rectangles

Rectangle 1

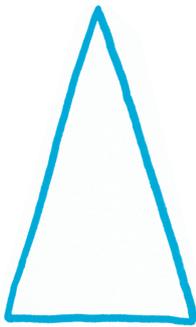


Rectangle 2

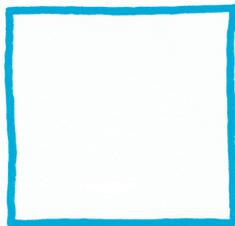


Lines of Symmetry

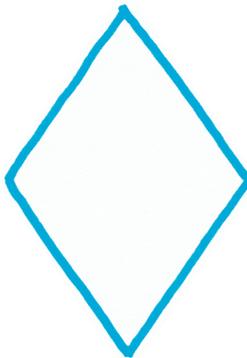
1



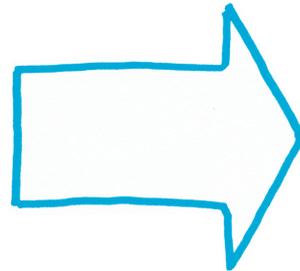
2



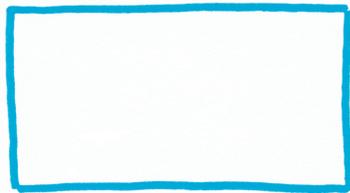
3



4



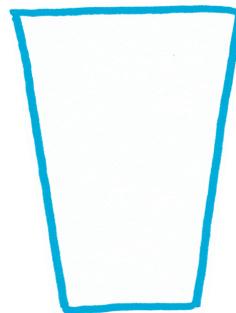
5



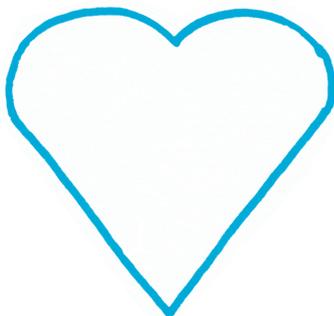
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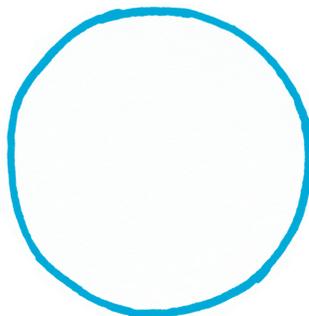
7



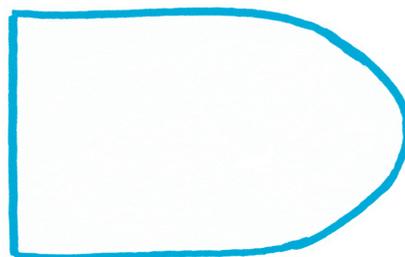
8



9



10



Note to facilitators
Write each word below
on a separate piece of paper.
You will need one set
of words for each group.

The sounds of 'c' and 'ch'

chew

city

cat

rice

watch

cap

face

fence

school

race

chair

chef

cousin

camera

call

case

sentence

children

creation

christmas

special

delicious

circle

chauffeur

chart

04

The sounds of 'o'

on, of

only, over

one, once

out, now

rough, tough

thought, short

nation, station

Teaching phonics through alliteration

Six silver swallows swooped in the sky.
My mother makes many meals.
Andrea Andrews ate Abigail's apples.
Six slimy smiling snakes slid silently.
Angry apes ate apricots all afternoon.

chart

06

Comparing religions

| | Islam | Christianity | Traditional |
|---------------------------|-------|--------------|-------------|
| Prophet | | | |
| Place of worship | | | |
| Supernatural being | | | |
| Sacrifices | | | |
| Celebration | | | |
| Marriage | | | |
| Reward and punishment | | | |
| Resurrection | | | |
| Mode of divine revelation | | | |
| Leadership | | | |

chart

07

Transforming words 1

farauta → →

wanki → →

aski → →

karati → →

chart

08

Transforming words 2

| Tushe | Namiji | Mace | Jam'i |
|-------|---------|-----------|---------|
| saka | Masaki | masakiya | masaka |
| noma | manomi | manomiya | manoma |
| tashi | matashi | matashiya | matashi |
| gini | magii | maginiya | magina |
| dinka | madinki | madinkiya | madinka |

Singular and plural

| Tilo | Jam'i |
|--------|---------|
| hakori | hakora |
| ido | idanu |
| kwano | kwanoka |
| teburi | tebura |
| kwado | kwadi |

esspin

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