

Training Module 19

Day 2

Session notes for IQTE trainers



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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
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Tea break 11.30—12pm	Tea break 11.30—12pm	Tea break 11.30—12pm
Session 3: 12—1pm Teaching English	Session 3: 12—1pm Teaching Social Studies	Session 3: 12—1pm Teaching Social Studies
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 4: 2—3pm Teaching Social Studies	Session 4: 2—3pm Teaching Hausa	Session 4: 2—3pm Teaching Hausa
Session 5: 3—4pm Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

Session 1: Materials/Charts/ Handouts	Session 2: Materials/Charts/ Handouts	Session 3: Materials/Charts/ Handouts	Session 4: Materials/Charts/ Handouts
Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers
Handout 1: Squared paper (one for each participant)	A4 paper (two pieces for each participant)	Materials 4: Questions on peace (one question for each group)	Chart 2: Tufafin Hausawa Tape
Materials 1: Dividing by single-digit numbers	Chart 1 and Handout 3: Comparison of adjectives (one handout for each participant)		
Materials 2: Dividing by two- and three-digit numbers	Handout 4: Comparison of adjectives exercises (one for each participant)		
Handout 2: Division problems (one for each participant)			
Materials 3: Dividing by multiples of ten			

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Session 1

9.30—10.30am

Teaching Maths



Learning outcomes

By the end of this session, the participants will:

have reviewed dividing by single-digit numbers

be able to divide whole numbers by two- and three-digit numbers

be able to divide whole numbers by multiples of ten



Materials

Flip chart or chalkboard, markers

Handout 1:
Squared paper
(one for each participant)

Materials 1:
Dividing by single-digit numbers

Materials 2:
Dividing by two- and three-digit numbers

Handout 2:
Division problems
(one for each participant)

Materials 3:
Dividing by multiples of ten

Session 1

9.30—10.30am

Teaching Maths

activity 01

Time
15 minutes

Dividing by single-digit numbers

Ask a volunteer to lead an opening prayer.

Tell the participants that in this session they will look at dividing whole numbers by two- and three digit numbers and by multiples of ten. Tell them that you will start with reviewing division by single-digit numbers.

1 Division practice

Write $42 \div 3$. Remind them that the number that we divide by is called the 'divisor' (3 in the example) and the number that we divide into is called the 'dividend' (42 in the example).

Give each participant [Handout 1: Squared paper](#). Tell them to use the squared paper to line up the numbers when they do their calculations.

Write division problems from section 1 of [Materials 1: Dividing by single-digit numbers](#), starting with two-digit numbers. Ask volunteers to say their answers and check for agreement. Continue in the same way with three- and four-digit numbers.

Point out the example $309 \div 3 = 103$. Explain that pupils often make a mistake when there is a zero in the number (as in 309) as they ignore the zero. So pupils may give 13 as the answer to $309 \div 3$ but the answer is 103. Highlight that they need to teach their pupils to take each number in turn, including the zero.

activity

02

2 Division practice with remainders

Write $75 \div 4 =$. Lead the class through working out the answer (18 remainder 3).

Tell them that you will now give them some division by single-digit numbers where the final division in the units column has a remainder. Remind them that they can check if their answer is right when doing division by multiplying the answer by the divisor.

Write division problems from section 2 of Materials 1: Dividing by single-digit numbers, starting with two-digit numbers. Ask volunteers to say their answers and check for agreement. Continue in the same way with three- and four-digit numbers.

Time
25 minutes

Dividing by two- and three-digit numbers

Explain that they will now do division by two- and three-digit numbers. Work through the two examples in [Materials 2: Dividing by two- and three-digit numbers](#) on the flip chart or chalkboard.

Give each participant [Handout 2: Division problems](#), and ask them to work individually or in pairs and do the problems in section A. Move around the room, checking for understanding.

Bring the whole class together. Ask volunteers to say their answers and to come out and write their workings out. Check for agreement. Guide them to the answers:

- 1
- a 37 r9
- b 20 r12
- c 45 r16
- d 123
- e 27
- f 41 r77
- g 31 r38

2
45

3
22 Naira

4
150 Naira

5
blue ribbon group

6
29

activity

03

Time
20 minutes

Dividing by multiples of ten

Explain that, if the dividend and the divisor both end in zero (both are multiples of 10), we remove the zeros from both sides before completing the sum. To demonstrate, work through the example in [Materials 3: Dividing by multiples of ten](#) on the flip chart or chalkboard. Point out that, if only the divisor ends in a zero, we follow the usual process for solving long division problems.

Ask them to work individually or in pairs and do the problems in section B of Handout 2: Division problems. Move around the room, checking for understanding.

Bring the whole class together. Ask volunteers to say their answers. Check for agreement.

- (a 4
- b 23
- c 3
- d 40
- e 720
- f 64 r18
- g 11 r6
- h 90 r35)

Summary

Summarise the main points of the session and ask if there are any questions. If there is no time to answer, post the questions on the 'Parking lot' poster and come back to them in the Wrap up/ Finishing off sessions. Tell them that they can also complete any unfinished work during that session.

Highlight that pupils need good basic skills in multiplication and an understanding of place value to be successful in doing long division. If pupils have difficulty with division by two- and three-digit numbers, they will need to give them further practice on multiplication and place value.



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Session 2

10.30—11.30am

Teaching English



Learning outcomes

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

explain comparison of adjectives

identify and use the forms of comparative and superlative adjectives



Materials

Flip chart or chalkboard, markers

A4 paper
(two pieces for each participant)

Chart 1 and Handout 3:
Comparison of adjectives
(one handout for each participant)

Handout 4:
Comparison of adjectives exercises
(one for each participant)

Teaching English

activity 01

Time
30 minutes

Introducing comparison of adjectives

Tell the class that in this session they will look at comparison of adjectives.

1
Taller than

Begin by writing these questions:

‘How tall are you?’

‘How old are you?’

‘How many people are in your family?’

‘What time do you get up?’

‘How far from school do you live?’

Tell the participants to work in pairs, and give each pair a piece of A4 paper. Tell them to ask each other the questions and write the answers. Move around the room, helping where necessary.

Bring the whole class together. Ask one pair to say their heights. Write their heights on the flip chart or chalkboard, then write a sentence to illustrate, for example: ‘Halima is taller than Amina.’

Ask a different pair for their answer to each question in turn. Write their answers and a sentence to illustrate each answer using ‘older than’, ‘bigger than’, ‘gets up earlier than’, ‘lives further from school than’.

2

The tallest

Then ask, 'Who is the tallest in the class?' Take their answer and write, for example: 'Kabiru is the tallest in the class.'

Point to the sentence that you wrote using 'taller than', and explain that we use 'taller than' when we are comparing two people or things. Then point to the sentence you wrote with 'the tallest', and explain that we use 'the tallest' when we are comparing more than two people of things.

Ask the class to look at the answers that they wrote to the questions. Ask each of these questions in turn:

'Who is the oldest in the class?'

'Who has the biggest family?'

'Who gets up the earliest?'

'Who lives furthest from school?'

Write a sentence to illustrate the answer to each question, using 'the oldest', 'the biggest', 'the earliest', 'the furthest'.

3

Comparative and superlative adjectives

Show [Chart 1: Comparison of adjectives](#). Read through the chart with them, checking for understanding. Then give each participant [Handout 3: Comparison of adjectives](#).

activity

02

Time
30 minutes

Practising comparison of adjectives

Give each participant [Handout 4: Comparison of adjectives](#) exercises. Tell them that the exercise practices both comparatives and superlatives so they must check whether each sentence is comparing two things or more than two things. Tell them to work individually or in pairs and fill in the answers. Move around the room, checking on their work and helping where necessary.

Bring the whole class together and ask volunteers to say their answers. Check for agreement and check spellings.

- (1 bigger,
- 2 more beautiful,
- 3 nicer,
- 4 most interesting,
- 5 longer,
- 6 most dangerous,
- 7 richest,
- 8 worse,
- 9 cleverest,
- 10 more expensive,
- 11 better,
- 12 happier,
- 13 later,
- 14 more important,
- 15 more tired)

If there is time, do these activities to practise comparative and superlative adjectives.

1 Comparative adjective practice

To practise comparative adjectives, write 'Life in the city and life in rural areas'. Ask the participants to work in pairs and make sentences comparing life in the city and life in the rural areas (for example: The city is noisier.) Bring the whole class together and take their ideas.

.....
2
Superlative adjective practice
.....

To practise superlatives, write:

.....
‘the oldest person in my family’
.....

.....
‘the youngest person in my family’
.....

.....
‘the nicest person in my family’
.....

.....
‘the funniest person in my family’.
.....

.....
Tell them to work in pairs and say who is the oldest person in their family and so on, and say a little about this person. Then bring the whole class together and ask volunteers to say their answers.
.....

Summary

Summarise the main points of the session. Highlight that, when they do comparison of adjectives with their pupils, they should go slowly step by step.

.....
Ask if there are any questions. If there is no time to answer, post the questions on the ‘Parking lot’ poster and come back to them in the Wrap up/ Finishing off sessions.

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Wrap up 4—4.15pm		

Session 3

12—1pm

Teaching Social Studies



Learning outcomes

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

.....
explain what is meant by peace and peace education

.....
identify values that promote a peaceful society

.....
explain what promotes national unity



Materials

Flip chart or chalkboard, markers

.....
Materials 4:
Questions on peace (one question for each group)

Teaching Social Studies

activity 01

Time
20 minutes

**Peace and peace
education**

Begin by telling the participants that in this session they will look at peace and peace education. Write 'peace' in large letters. Ask the participants to work in pairs and brainstorm words that they associate with peace. Give them five minutes for this task. Then ask each pair to write a definition of peace.

Ask a few volunteers to say their definitions, then agree on a definition. (For example: Peace is a situation where people love and cherish each other./ Peace is a state of harmony between people or groups, especially in personal and community relationships.) Write the definition on flip chart paper and post it on the classroom wall.

Explain that peace education aims to help pupils to look at ideas and processes that can lead from a culture of disagreement and argument (war and violence) to a culture of peace. Ask the class why this is important and take their ideas.

activity

02

Time
40 minutes

**Values promoting
peace**

Divide the class into groups of four or five, and give each group one question from [Materials 4: Questions on peace](#). Tell them that each group will discuss their question and prepare a presentation on their discussion to share with the rest of the class. They will have ten minutes for this task.

.....
Give each group a piece of [flip chart paper](#) and a [marker](#). Move around the room, helping where necessary.

.....
Bring the whole class together, and ask each group in turn to do their presentation. After each group's presentation, ask if anyone has any points to add. Spend a maximum of five minutes on each presentation.

Summary

Close the session by explaining that, if we have a peaceful society, life becomes better for everyone. Explain that the government works to promote peace and unity through its laws and institutions: for example, having a common constitution, a shared economic system, a common education system, a common language, a national youth service, national armed forces and so on.

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Wrap up 4—4.15pm		

Session 4

2—3pm

Teaching Hausa



Learning outcomes

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

.....
describe types of Hausa dress (ire iren tufafin Hausawa)



Materials

Flip chart paper or chalkboard, markers

.....
Chart 2:
Tufafin Hausawa

.....
Tape

Session 4

2—3pm

Teaching Hausa

activity 01

Time
30 minutes

Types of Hausa dress

Ask the participants to make a list of five different 'tufafin Hausawa' that they like. Give them a few minutes, then take their answers. The co-facilitator writes their answers on the flip chart or chalkboard.

Divide the participants into groups. Tell them that they will discuss the importance of different 'tufafin Hausawa' and when the different types of dress are worn and by whom. Give each group a piece of [flip chart paper](#) and a [marker](#), and ask them to write their answers to share with the rest of the class. Show [Chart 2: Tufafin Hausawa](#) to help them.

Move around the room, checking on their progress and helping where necessary. Then bring the whole class together and ask each group in turn to give their feedback. Comment on their feedback.

activity 02

Time
30 minutes

Drawing Hausa dress

Give each participant a piece of flip chart paper and marker. Ask them to draw men and/or women wearing Hausa dress. Tell them to label the articles of clothing, for example: zani, riga, wando.

When they have finished, ask them to tape their chart on the walls, and to go around and look at each other's work.

Bring the whole class together. Ask, 'Is dressing correctly important, and why?' Lead the discussion and then summarise their views.

Summary

Summarise the main points of the session. Ask the participants how they would do this lesson with their classes.

Wrap- up 3— 4pm



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.

.....
Go back to any questions that you have 'parked' during the day and answer them. Allow the participants time to finish off work and prepare materials. Move around the room, giving support where necessary.

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

Training Module 19

Day 2

Charts/handouts

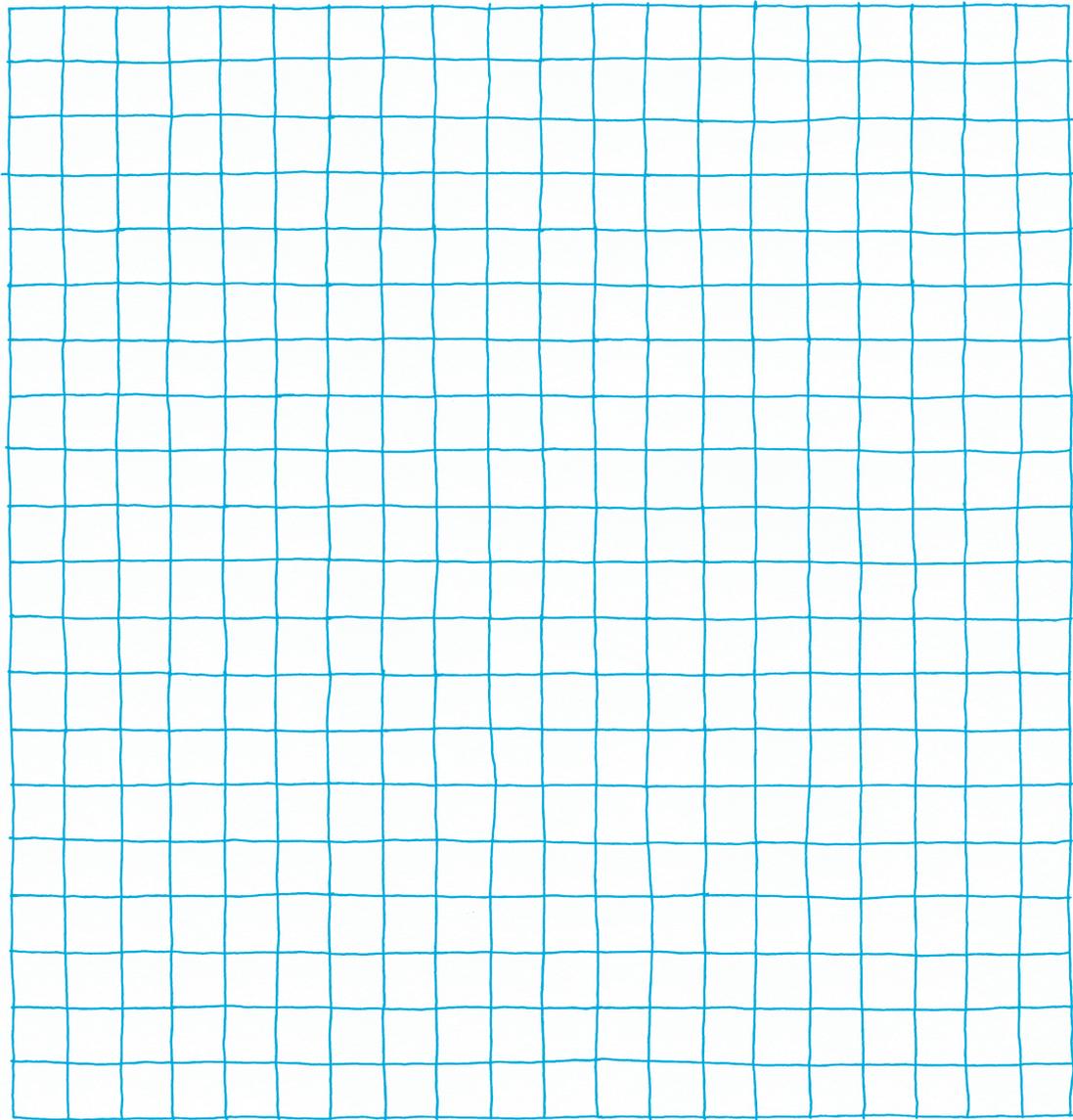
The charts, handouts and other materials needed for each day are illustrated here.

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

handout

01

Squared paper



materials

01

Note to facilitators
Use the sums below to practise division by single-digit numbers. Give the participants only the problems. The answers are for your information.

Dividing by single-digit numbers

① Division with no remainder

Two-digit numbers	Three-digit numbers	Four-digit numbers
$56 \div 4 = (14)$	$105 \div 3 = (35)$	$3272 \div 2 = (1636)$
$84 \div 3 = (28)$	$429 \div 3 = (143)$	$7272 \div 3 = (2424)$
$70 \div 5 = (14)$	$856 \div 4 = (214)$	$6805 \div 5 = (1361)$
$90 \div 6 = (15)$	$309 \div 3 = (103)$	$9484 \div 4 = (2371)$

② Division with remainder

Two-digit numbers	Three-digit numbers	Four-digit numbers
$63 \div 2 = (31 r1)$	$827 \div 3 = (275 r2)$	$7678 \div 6 = (1279 r2)$
$76 \div 5 = (15 r1)$	$616 \div 5 = (123 r1)$	$4582 \div 3 = (1527 r1)$
$87 \div 6 = (14 r3)$	$345 \div 6 = (57 r3)$	$5071 \div 2 = (2535 r1)$
$95 \div 4 = (23 r3)$	$491 \div 4 = (122 r3)$	$3009 \div 5 = (601 r4)$

Note to facilitators

The following examples are a guide for you to follow when you work out the problems with the class on the flip chart or chalkboard.

Dividing by two- and three- digit numbers

Example 1

$$\begin{array}{r} 14 \\ 12 \overline{) 168} \\ \underline{- 12} \\ 48 \\ \underline{- 48} \\ 0 \end{array}$$

Point to the first two digits of the dividend and ask, 'Can 16 be divided by 12?' (Yes, it goes one time.) Write '1' above the division bracket as shown and write '12' under the 16.

Subtract 12 from 16, which leaves 4 (4 tens). Bring down the 8 from the 168 to now make 48.

Divide the 48 by 12, which gives 4 ($4 \times 12 = 48$). Write '4' above the division bracket next to the 1.

So $168 \div 12 = 14$

Check by multiplying $12 \times 14 = 168$

Example 2

$$\begin{array}{r} 76 \\ 476 \overline{) 36542} \\ \underline{- 3332} \downarrow \\ 3222 \\ \underline{- 2856} \\ 366 \end{array}$$

Look at the first three numbers of the dividend. The number 365 is smaller than 476, so it cannot be divided by 476.

Look at the first four numbers of the dividend and work out how many times 476 can be divided into it. The answer is 7 ($7 \times 476 = 3332$). Write '7' above the division bracket directly above the 4. Write '3332' below the 3654 of the dividend.

Subtract 3332 from 3654, which gives 322.

Bring down the 2 from 36542.

Divide 3222 by 476, which equals 6 ($476 \times 6 = 2856$). Write '6' above the division bracket directly above the 2.

Subtract 2856 from 3222, which gives 366. 366 is smaller than 476 and is the remainder.

Division problems

A. Dividing by two- and three-digit numbers

- Do the following problems
 - $675 \div 18$
 - $432 \div 21$
 - $1,861 \div 41$
 - $3,075 \div 25$
 - $3,348 \div 124$
 - $4,628 \div 111$
 - $6,765 \div 217$
- A man had 675 palm seedlings and planted them in rows, each row with 15 palm seedlings. How many rows did he plant?
- A box of 18 pencils costs 396 Naira. What is the cost of one pencil?
- Fourteen books cost 2,100 Naira. What is the cost of one book?
- Seventy-five metres of red ribbon is shared between five girls. Sixty-four metres of blue ribbon is shared between four girls. Which group of girls will get the longer pieces of ribbon?
- A man offers to sell me three drums of kerosene for 1,113 Naira. I normally pay 400 Naira per drum. How much money will I save on each drum if I buy from the man?

B. Dividing by multiples of ten

- $360 \div 90$
- $690 \div 30$
- $180 \div 60$
- $1,600 \div 40$
- $36,000,000 \div 50,000$
- $2,578 \div 40$
- $6,666 \div 60$
- $4,535 \div 50$

materials

03

Note to facilitators

The following example is a guide for you to follow when you work out the problem with the class on the flip chart or chalkboard.

Dividing by multiples of ten

$$20 \overline{) 640}$$

Remove the zero on both the divisor and dividend.

$$2 \cancel{0} \overline{) 64 \cancel{0}}$$



$$32$$
$$2 \overline{) 64}$$

chart handout

01

03

Comparison of adjectives

One-syllable adjectives

old	older	oldest	Most adjectives: + -er, -est
tall	taller	tallest	
late	later	latest	Adjectives ending in e: + -r, -st
wide	wider	widest	
big	bigger	biggest	Adjectives ending in one vowel and one : double
fat	fatter	fattest	
good	better	best	Irregular comparison
bad	worse	worst	

Two-syllable adjectives

happy	happier	happiest	Adjectives ending in y: + -ier, -iest
easy	easier	easiest	
quiet	quieter	quietest	With many two-syllable adjectives, -er/-est and more/most are both possible.
clever	cleverer	cleverest	
Common	more Common	most Common	
useful	more useful	most useful	With some two-syllables adjectives, especially those ending in -ful, -less, -ing and -ed, only more/most is possible.
boring	more boring	most boring	
famous	more famous	most famous	

Adjectives with three or more syllables

intelligent	more intelligent	most intelligent
beautiful	more beautiful	most beautiful

Comparison of adjectives exercises

1. Their house is (big) _____ than his.
2. This flower is (beautiful) _____ than that one.
3. These shoes are (nice) _____ than these.
4. This is the (interesting) _____ book I have ever read.
5. Non-smokers usually live (long) _____ than smokers.
6. Which is the (dangerous) _____ animal in the world?
7. Who is the (rich) _____ person on earth?
8. The pollution in my town is (bad) _____ than it used to be.
9. He was the (clever) _____ thief of all.
10. This car is much (expensive) _____ than that one.
11. He's a (good) _____ football player than Ronaldo.
12. She's feeling (happy) _____ than she did yesterday.
13. Today the lesson finishes an hour (late) _____ than usual.
14. What is (important) _____ : money or good health?
15. I'm feeling (tired) _____ now than before.

Questions on peace

To what extent is peace the absence of war?

To what extent does injustice affect peace?

To what extent does the distribution of resources affect peace?

To what extent does inequality affect people?

To what extent does the distribution of power affect peace?

What is necessary for a peaceful society?

Ire iren Tufafin Hausawa

Maza	Mata	Sarakuna	AlKalai
Babbarriga	Zani	AlKyyabba	Rawani (shankuri)
Yarciki	Fatala	Rawani	Abaya
Dan hori	Dantofi	Zubuni	Jabba
Hula	Kallabi	Babbarriga	
Jamfa	Gyale	Abaya	
Gare	Siket	Kufta	



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