

Training module 5

Day 1

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 English	Session 1: 9.30—10.30am Teaching English
Session 2: 10.30—11.30am Learning a second language	Session 2: 10.30—11.30am Teaching Maths	Session 2: 10.30—11.30am Teaching Maths
Tea break 11.30—12pm	Tea break 11.30—12pm	Tea break 11.30—12pm
Session 3: 12—1pm Learning to read	Session 3: 12—1pm Teaching Hausa	Session 3: 12—1pm Teaching Hausa
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 4: 2—3pm Teaching Maths	Session 4: 2—3pm Making materials	Session 4: 2—3pm Planning lessons
Wrap up 3—3.15pm	Wrap up 3—3.15pm	Session 5: 3—4pm Making materials
		Wrap up 4—4.15pm

To make:

Animal flash cards for 'Old MacDonald', for example: cow, goat, hens

Hausa letter flash cards: small letters

Maths problem flash cards, for example: 12 – 4

To collect:

Items of clothing, for example: shirt, trousers, socks (three)

Everyday objects, for example: spoon, bowl, basket (one of each)

Session 1:

Materials/Charts/Handouts

Flip chart or chalkboard, markers

Chart 1:
Timetable Module 5

Session 2:

Materials/Charts/Handouts

Flip chart or chalkboard, markers

Chart 2:
The four language skills

Chart 3:
The ladder of learning a second language

Materials 1:
Five steps titles

Chart 4:
The five steps on the ladder of learning a second language

Items of clothing (three)

Everyday objects (a large number)

Animal flash cards

Session 3:

Materials/Charts/Handouts

Flip chart or chalkboard, markers

Chart 5:
The ladder of literacy

Materials 2:
Stages of literacy (one set for each group)

Chart 6:
Hausa alphabet

Hausa letter flash cards (one set)

Materials 3:
Hausa word flash cards

Notebooks and pens

Handout 1:
Wasinnin motsa jiki (one for each small group)

Coloured pencils or crayons (for each group)

Session 4:

Materials/Charts/Handouts

Flip chart or chalkboard, markers

Maths problem flash cards

Materials 4:
Geometric shapes

Newspaper, scissors, glue or tape

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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 reviewed the
ground rules**

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

.....
**have shared teaching
experiences**



Materials

Flip chart or chalkboard,
markers

.....
Chart 1:
Timetable Module 5

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 song or a game from a past training. If there are no volunteers, have a song or game ready to suggest and ask a volunteer to lead it.

.....
Do a grouping activity so that the participants are seated evenly at four or five tables with at least one support teacher at each table.

Time
10 minutes

Reviewing the ground rules

Ask, 'Which ground rules did we agree to that made our work go smoothly?' Tell the participants to discuss the question in their groups. After a few minutes, tell them to choose the most important positive behaviour from the ones that they discussed.

.....
Bring the whole class together. Ask each group in turn for their answer. The co-facilitator writes their answers on the flip chart.

.....
Ask the groups to look at the list and to remove similarities and clarify vague statements before agreeing to no more than six points. Make sure that punctuality is one of the ground rules. Display the rules in the training room.

Summary

Ask, 'Why are we doing this activity when we have done it before?' (to reinforce the point that they, like their pupils, need boundaries if learning is to be successful)

activity 03

activity 04

Time 10 minutes
The timetable for the week

Show [Chart 1: Timetable Module 5](#) and ask the participants to read look at it with you.

.....

Then ask them what is different in this training from the last one. (Possible answers are: learning a second language and learning to read.) Explain that they will also divide into two groups in Sessions 1 and 2 on Days 2 and 3. One group will do English while the other group does Maths.

.....

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

Time 30 minutes
Sharing experiences

Tell the participants to spend a few minutes thinking of one lesson or activity that they taught that went well and why they think it did go well.

.....

Then ask them to share their experiences with their group. Tell the groups to choose a timekeeper, who will make sure that everyone has three to four minutes to share.

.....

Move around the room, helping the participants with probing questions if you feel that they are not talking with ease. If a group finishes early, tell them to ask each other any questions that they have about the experiences they shared.

Summary

Bring the whole class together. Ask a few volunteers to tell the class one thing that they liked about sharing experiences about their lessons or activities.

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		Wrap up 4—4.15pm

Session 2

10.30—11.30am

Learning a second language



Learning outcomes

By the end of this session, the participants will:

be able to list the four skills of language learning and explain how they work together

be able to describe the beginning stages of learning a second language

have experienced and be able to explain some child-centred activities that develop oral language and teach the objectives of the Scheme of Work Weeks 3—11



Materials

Flip chart or chalkboard, markers

Chart 2:
The four language skills

Chart 3:
The ladder of learning a second language

Materials 1:
Five steps titles

Chart 4:
The five steps on the ladder of learning a second language

Items of clothing (three)

Everyday objects (a large number)

Animal flash cards

Session 2

10.30—11.30am

Learning a second language

activity 01

Time
20 minutes

The ladder of learning a second language

Show [Chart 2: The four language skills](#) with the language skills covered. Ask the participants to think back to the first training, when they learned about the four language skills. Ask, 'What is the first language skill?' Then ask volunteers to give the rest of the language skills in order.

Uncover the language skills on Chart 2 and ask these questions:

'Why are listening and speaking skills at the top of the ladder?' (They are the foundation for the more advanced skills of reading and writing, and they are learnt naturally.)

'Why does listening lead to reading? 'Why does speaking lead to writing?' (When we read, we are listening to the writer. We must be able to understand what the writer is 'saying'. And writing is 'talking on paper'. We need strong speaking skills to write. The four skills are interconnected.)

'Do we learn just one skill at a time?' (No, but we learn listening and speaking skills first. Then we learn and use a combination of all four skills since we each have our own way of learning. No two people learn the skills in the same way.)

Show [Chart 3: The ladder of learning a second language](#). Ask, 'What does this remind you of from the last training?' (the three rungs of brain-based Maths skills: Move it, Picture it, Explore it.)

Tell the participants that learning a second language follows a series, or ladder, of steps. Second language specialists usually identify five steps.

Second language learners climb the ladder in different ways and at different speeds, but most learn another language in a similar way to how they learned their first language.

Tape [Materials 1: Five steps titles](#), out of order near Chart 3. Ask volunteers to read each title in turn and ask if anyone needs an explanation. (Use the information in Chart 4 to give more explanation but do not show the chart yet.)

.....
Explain that they will have three minutes to discuss in their groups which is step 1, which is step 2 and so on. Tell them to think about how children learn a first language.

.....
Bring the whole class together. Ask a volunteer from each group in turn to tape one of the five steps titles on one of the steps of the ladder, going in order from step 1 to step 5. Check for agreement. If there is disagreement, 'park' that step and discuss it at the end.

.....
When each step has been identified, show [Chart 4: The five steps on the ladder of learning a second language](#). Read through each step. Give examples that you have seen in classrooms.

Summary

Ask, 'What have you learned about teaching a second language? Why must oral language learning and teaching must come first?'

.....
Remind them that they should expose their pupils to written words and books by reading to them and writing in front of them. But they must remember that the pupils should not be asked to read or write until they have a foundation of oral language.

activity 02

Time
40 minutes

Child-centred activities to develop oral language

Explain that you will now share some child-centred activities. The activities are based on the English Scheme of Work objectives for Term 1 Week 3, 5, 7, 8, 9 and 11, and will help their pupils practise listening to and speaking English. In these activities the pupils will 'say and do' at the same time.

Ask, 'What is the importance of pupils "saying and doing" at the same time?' ('Saying and doing' at the same time is the best way for children to learn all subjects. Pupils remember 90% of what they 'say and do', so it is important that they say and act out rhymes and poems, sing and act out songs, and have natural speaking and listening experiences.)

Do the following activities with the participants. Repeat each activity a few times and ask volunteers to lead the activity as soon as you think they are able.

Spend about ten minutes on each of the first two activity types, and about 20 minutes on the last activity type.

1 Using real objects to learn vocabulary

Language skills: listening, speaking

Explain that, when children can touch real objects and name them, they learn more quickly.

Tell the participants that, when they are teaching the names of objects of any kind, they should have the objects available for the pupils to touch and use during both the introduction and the activity time.

For example, when they teach words for clothes, they should take a set of clothes to class.

Clothes

Show three [items of clothing](#). Say, 'This is a shirt', and so on.

Then ask a volunteer to put on each clothing item in turn and tell the others to repeat after you, 'Nassar is wearing a shirt,' and so on.

Tell the participants that, on the day after doing this activity, they could ask one pupil in their class to come out and find the shirt, another to find the trousers, and so on.

They could also choose another child to wear the items and ask the class to say the sentences again.

Objects

Put a large number of [everyday objects](#) at the front of the room.

Divide the participants into two teams and tell them to line up in the back of the room.

Tell them that you will call out the name of an object and say, 'Go.' The first in line from each team will run to find the object. The first one to pick up the object turns around and says, 'This is a _____.' The team will win a point if they call out the name correctly. Continue until all team members have had a turn.

2

I spy with my little eye

Language skills:
listening, speaking

Tell the participants that this is a game to play after they have introduced objects and clothing in Weeks 3—5 and colours in Week 7.

Explain that the teacher chooses an object in the room or a pupil's item of clothing that is of a colour that the pupils have learned. Remind them to choose only objects or clothing items that have been taught.

Tell them that you will demonstrate. Say, 'I spy with my little eye something that is _____' (say the colour). The participants look around the room for something of that colour and raise their hands if they think they know the answer.

Choose a participant with their hand raised and model what to ask, saying, 'Is it the _____?' The participant repeats.

If the answer is incorrect, say, 'That is the colour, but it is not what my little eye spies.' The guessing then continues. If someone guesses correctly, say, 'That is it.'

When they have played a few times, ask a volunteer to choose an object and whisper in your ear. The volunteer then leads the game with you helping if necessary.

3
Verse, song and movement

Language skills:
listening, speaking

Hokey cokey

Ask the participants to stand and form a circle. Stand in the middle of the circle. Say or sing each line of the following song and do each movement as you say or sing the line.

The participants repeat the line and copy the movement. (Decide on simple movements to do for each line and do the same movement for that line each time.)

Repeat the song three times:

You put your right hand in,
You put your right hand out,
In, out, in, out,
shake it all about,
You do the hokey cokey
and you turn yourself around,
That's what it's all about

You put your left hand in,
You put your left hand out,
In, out, in, out,
shake it all about,
You do the hokey cokey
and you turn yourself around,
That's what it's all about.

Continue the song and movement with the right leg, left leg, and the whole body.

Old Macdonald

Teach the first verse of the song:

Old Macdonald had a farm,
e-i-e-i-oh,
And on this farm he had
a cow, e-i-e-i-oh,
With a moo, moo here,
and a moo, moo there,
Here a moo, there a moo,
everywhere a moo, moo,
Old Macdonald had a farm,
e-i-e-i-oh.

Then show each card in turn from [Animal flash cards](#) and continue substituting other animals for the cow, and the sound of each animal for the moo.

Who ate the corn that was in the yard?

Ask volunteers to take the part of an animal (one volunteer for each animal). Give each volunteer an animal flash card and ask them to hold it up. Check that the participants know the names of all the animals. Then teach the first verse:

The sheep ate the corn that was in the yard (all the class except the 'sheep'),
Who me? (the 'sheep' responds),
Yes, you (the rest of the class respond),
It couldn't be (the 'sheep' responds),
Then who? (the rest of the class respond),
The hen ate the corn that was in the yard (the 'sheep' responds, naming another animal)

Continue in the same way until all the animals have been called.

Where is thumbkin?

Start by holding your hands behind your back with thumbs out. Sing the first verse while at the same time doing the actions:

Where is thumbkin?
Where is thumbkin?
Here I am (bring out one thumb)
Here I am (bring out the other thumb)
How are you today sir? (make the first thumb talk to the second thumb)
Very well, I thank you (make the second thumb talk to the first thumb)
Run away (put one thumb behind your back)
Run away (put the other thumb behind your back)

Sing the first verse again, with the participants singing with you. Then continue the song doing the actions with the other fingers in turn: pointer, tall man, ring man, little man.

Head, shoulders, knees and toes

Sing the song touching the parts of your body as you sing. Then ask the participants to sing with you while doing the actions:

Head, shoulders, knees and toes, knees and toes,
Head, shoulders, knees and toes, knees and toes,
My head, my eyes, my ears, my nose,
Head, shoulders, knees and toes,
And this is my chest,
And this is my chest.

Summary

Ask, 'What are these songs teaching?'
'Why is singing so helpful in learning a language?'

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Day 1

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Wrap up 3—3.15pm	Wrap up 3—3.15pm	Session 5: 3—4pm Making materials
		Wrap up 4—4.15pm

Session 3

12—1pm

Learning to read



Learning outcomes

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

.....
list the 'ladder of literacy' stages

.....
explain the basic skills of each stage of the 'ladder of literacy'

.....
describe the importance of patience and practice in the first two stages of reading

.....
identify activities to support pupils' early reading skills



Materials

Flip chart or chalkboard, markers

.....
Chart 5:
The ladder of literacy

.....
Materials 2:
Stages of literacy (one set for each group)

.....
Chart 6:
Hausa alphabet

.....
Hausa letter flash cards (one set)

.....
Materials 3:
Hausa word flash cards

.....
Notebooks and pens

.....
Handout 1:
Wasinnin motsa jiki (one for each small group)

.....
Coloured pencils or crayons (for each group)

Session 3

12—1pm

Learning to read

activity 01

Time
30 minutes

Understanding the stages of literacy

Remind the participants that in the last session they looked at on the ladder of learning a second language.

In this session they will look at the steps on the 'ladder of literacy'. Explain that literacy means reading and writing. Tell them that there are clear stages to how children learn to read and write as well as to listen and speak.

Show [Chart 5: The ladder of literacy](#). Ask volunteers to read the stages, beginning at the bottom of the ladder. Explain that the ages listed are for a first language and are approximate.

Give each group [Materials 3: Stages of literacy](#). Explain that each piece of paper describes the set of skills of one stage on the ladder. They will decide in their groups which set of skills describes which stage. Give them ten minutes for this task.

Bring the whole class together. Ask one group to say which set of skills describes 'growing readers'. Check for agreement with other groups.

Continue in the same way with each set of skills, asking each group in turn. 'Park' any skills where there is disagreement and discuss at the end of the activity. Guide them to the following order from the bottom to the top of the ladder: d, b, a, c.

Summary

Highlight that the stages of the 'ladder' cannot be rushed. It takes time, and each child has their own way of climbing the 'ladder'.

Tell them that the first steps of the 'ladder of literacy' are most important for their pupils. Teachers need to give enough instruction and practice at the beginning for the pupils to be successful and feel confident. Then the pupils can 'read to learn' on their own, using their reading to learn new information in all subjects.

Helping pupils to reach the stage of 'reading to learn' is our goal as teachers.

activity

02

Time
30 minutes

Activities for the early reader stage

Explain that teachers must encourage pupils to talk, especially about their experiences and themselves.

They must allow the pupils to explore their own thinking through discussion. Through speaking, pupils learn to organise their thinking and focus their ideas.

They need to learn rhymes, poems and songs, which link the two hemispheres of the brain.

Teachers need to listen carefully when pupils talk to show them that what they have to say is important. When pupils feel that what they have to say is important, they are more interested in learning the alphabet and letter-sound relationships. This is a big step.

Pupils are entering the 'early reader' stage, during which teachers will teach them how to use the 'code' of written language.

Explain that you will now demonstrate how to teach the letter-sound relationships so that pupils learn them well. This will help their pupils become better readers. Ask, 'Who can say what a letter-sound relationship is?' Take their ideas.

Show [Chart 6: Hausa alphabet](#). Ask the participants to read through the letter names and sounds to review them.

Explain that the Hausa Scheme of Work does not give preference to phonics (the sound of letters), but emphasises the letter names and the formation of syllables and words in the first weeks.

Highlight the need to teach phonics and letter names together for the benefit of the pupils and the programme.

Tell the participants that you will practise some letter-sound activities which allow pupils to practise this skill. Tell them that they will participate as Primary 1 pupils. After you lead a few examples, ask a volunteer to be the 'teacher'.

1
Do you know my sound?

Show Chart 6: Hausa alphabet or put the [Hausa letter flash cards](#) in a pile.

Say the sound of a consonant (the sound, not the letter name). Ask volunteers to raise their hands to come out and show the letter on the chart or find the letter flash card in the pile. Then say another consonant sound and choose another volunteer. Continue with different letter sounds. When the participants know how to play the game, ask a volunteer to say the sound.

A variation is to say and write the letter sound on the flip chart or chalkboard and a volunteer says the sound.

2
Letter dictation

Say a word and tell the participants to write the letter of the first sound (for example: 'baba' – 'b') in their [notebooks](#). Then choose a volunteer to write the letter on the flip chart or chalkboard for others to check. Continue with different words and letter sounds.

Tell the participants that, when they do this activity with their pupils, they should move around the room while the pupils are writing, helping to correct mistakes and with writing the letters correctly.

3
Listen carefully

Say, 'We are looking for the sound of the letter ____' ('p' for example). Then call out two words, one that begins with 'p' and one that does not. The participants raise their hands to say which word begins with 'p'. Ask a volunteer to answer.

When the participants know how to play the game, give them three or four words to choose from.

A variation is to listen for the end sound instead of the beginning sound.

4 Letter hunt

Put [Materials 3: Hausa word flash cards](#) on the floor or on the four walls of the classroom. Say the sound of the first letter of any of the words. The participants stand and look for a card beginning with that letter sound. The person who picks the correct word first is the winner. Continue with other first letter sounds from the Hausa word flash cards.

5 Colour-code the letters

Tell the participants that they can use this game to review the letter sounds.

Give each small group the [Handout 1: Wasannin motsa jiki](#) and [coloured pencils](#) or [crayons](#). Tell them that you will call out the sound of different letters. They will circle the letters in the story that have that sound.

When you have finished, ask the groups to display their handouts, and to compare and check each other's work.

Tell them that, when they do this activity with their pupils, they can write a short story on the chalkboard for the pupils to copy on to their slates and then practise the game. A variation is to review the vowel sounds by asking the pupils to circle all the vowels in a story.

Summary

Ask the participants how many stages of reading there are. Ask, 'How do the activities that we have just done help pupils to learn?'

Ask, 'Why is teaching phonics so important?' Emphasise that a child cannot learn to read without proper knowledge of phonics: phonics is the foundation for success in reading. Share that vowels are in every syllable of every word. Vowels allow us to distinguish between words such as 'fata'/'fita', 'nama'/'noma', 'daka'/'duka'.

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Session 4

2—3pm

Teaching Maths



Learning outcomes

By the end of this session, the participants will:

be able to identify and have practised the Maths skills needed for teaching the Maths Scheme of Work objectives for Year 1

be able to use geometric vocabulary, specifically: circle, square, triangle, rectangle, big, small

be able to plan and design a picture with others using rectangles, circles, triangles and squares



Materials

Flip chart or chalkboard, markers

Maths problem flash cards

Materials 4:
Geometric shapes

Newspaper, scissors, glue or tape

Teaching Maths

activity 01

Time
20 minutes

**Daily mental work
practice**

Tell the participants that this will be a hands-on session. Explain that they will practise the basic Maths skills needed to teach the Scheme of Work objectives well.

Remind them that their pupils need lots of practice to feel comfortable with numbers and to learn how to add, subtract, multiply and divide.

Tell them that you will play 'around the world'. Ask them to form two circles one inside the other so that each person has a partner.

Use the [Maths problem flash cards](#), say or show a problem to one participant in one pair. The pair solve the problem if they can and say the answer. (The other participants also try to solve the problem but cannot call out the answer. They are the 'checkers'.)

The participant who was given the problem is the 'traveller'. The 'traveller' has to give the correct answer to travel 'around the world' (the circle). If the 'traveller' gives the correct answer, they move behind the next pair in the circle and one person from this pair takes the place of the 'traveller'.

The first participant continues to travel around the circle until they give a wrong answer. At this point another participant takes their place and the game continues.

Encourage all the participants to get involved in the game by asking, 'Is that correct?' for each problem asked.

Summary

Ask, 'Why is it important to practise mental Maths skills every day?' (The ability to solve mental Maths problems is a key skill. Once mastered, it allows pupils to move on to higher Maths problems with ease.)

activity 02

Time
30 minutes

**Using hands-on activities
to learn a skill**

Note to facilitators

Use this activity to show best practice in classroom management by, for example:

giving instructions slowly and clearly

demonstrating efficient ways of giving out materials

giving the participants enough warning when it is almost time to finish and clear up

checking that at the end of the lesson everything has been cleared away and the classroom is clean and tidy.

Ask, 'What are the three rungs of brain-based Maths teaching? (Move it, Picture it, Explore it)

Explain that, when the children explore a Maths concept, it allows the concept to enter into the spatial memory, which is long-term memory. It allows pupils to deepen their understanding of the concepts and begin to use the concepts in analysis and other higher order thinking skills.

Show the different shapes from [Materials 4: Geometric shapes](#) in turn, and ask for volunteers to name them.

Tell the participants that they will work in groups and cut out geometric shapes from newspaper and use the shapes to make a picture. They can use as many shapes as they need. Ask them what kinds of pictures they could make with the shapes. Take a few different ideas.

Give each group [news-paper](#), [scissors](#), [glue](#) or [tape](#). Give them 20 minutes for this task, and a five-minute warning before the end. Then ask each group to present their picture to the rest of class.

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 5

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 05



Day 1

Session 1:
9.30—10.30am
Reconnecting/
Sharing experiences

Session 2:
10.30—11.30am
Learning a second
language

Tea break
11.30—12pm

Session 3:
12—1pm
Learning to read

Lunch
1—2pm

Session 4:
2—3pm
Teaching Maths

Wrap up
3—3.15pm



Day 2

Session 1:
9.30—10.30am
Teaching English

Session 2:
10.30—11.30am
Teaching Maths

Tea break
11.30—12pm

Session 3:
12—1pm
Teaching Hausa

Lunch
1—2pm

Session 4:
2—3pm
Making materials

Wrap up
3—3.15pm



Day 3

Session 1:
9.30—10.30am
Teaching English

Session 2:
10.30—11.30am
Teaching Maths

Tea break
11.30—12pm

Session 3:
12—1pm
Teaching Hausa

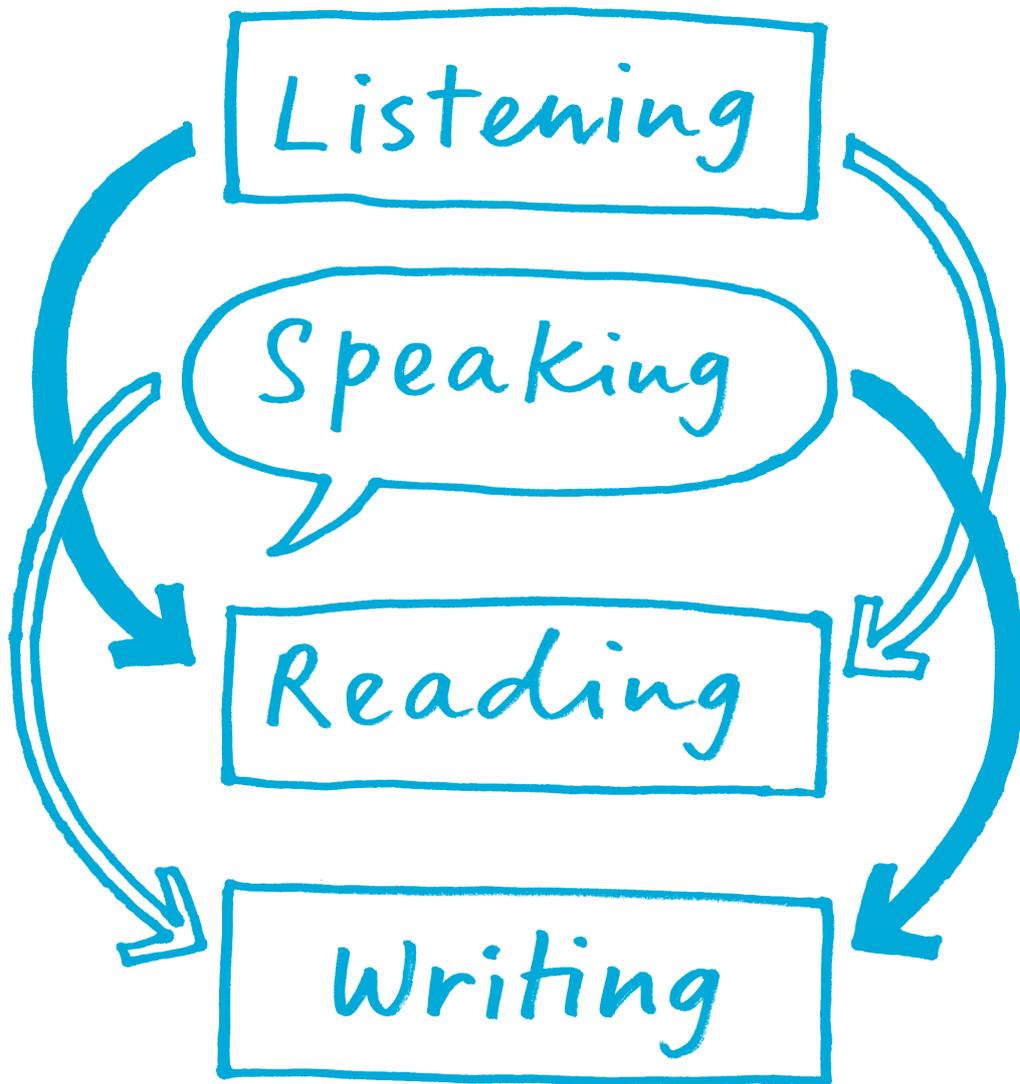
Lunch
1—2pm

Session 4:
2—3pm
Planning lessons

Session 5:
3—4pm
Making materials

Wrap up
4—4.15pm

The four language skills

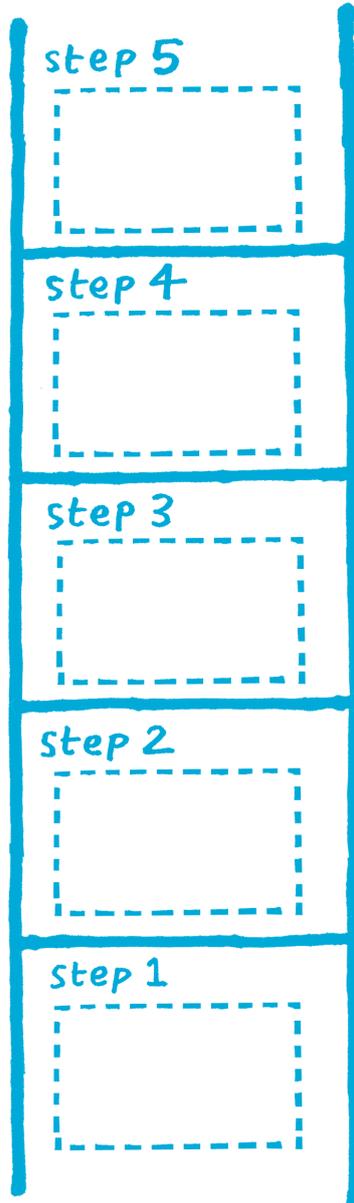


chart

03

Note to facilitators
Draw the ladder of learning on flip chart paper.
Leave enough space in each step of the ladder to fit a piece of A4 paper.

The ladder of learning a second language



materials

01

Note to facilitators
Write the title of each
of the five steps on
a separate piece of A4.

Five steps titles

Speaks
more
fluently

Speaks single
words and
phrases

Speaks sentences
with a beginning
understanding of
grammatical rules

Watches, listens
and copies

Speaks almost
like a
native speaker

The five steps on the ladder of learning a second language

Step 1:

Watches, listens and copies

- This is the 'silent stage' when a pupil listens to the language to begin to make sense of it.
- Then the pupil copies what other children say and do in class.

Step 2:

Speaks single words and phrases

- The pupil begins to use words or phrases that they hear often.
- Then they use language but still don't understand how to put words together correctly.

Step 3:

Speaks sentences with a beginning understanding of grammatical rules

- The pupil speaks sentences but leaves out plurals or past tense markers even though they know what they mean in their first language.
- The pupil understands the second language better than they speak it.
- They use the grammatical forms of their first language.
- They try to make the most of the vocabulary they have learned.

chart

04

Step 4 :

Speaks more fluently

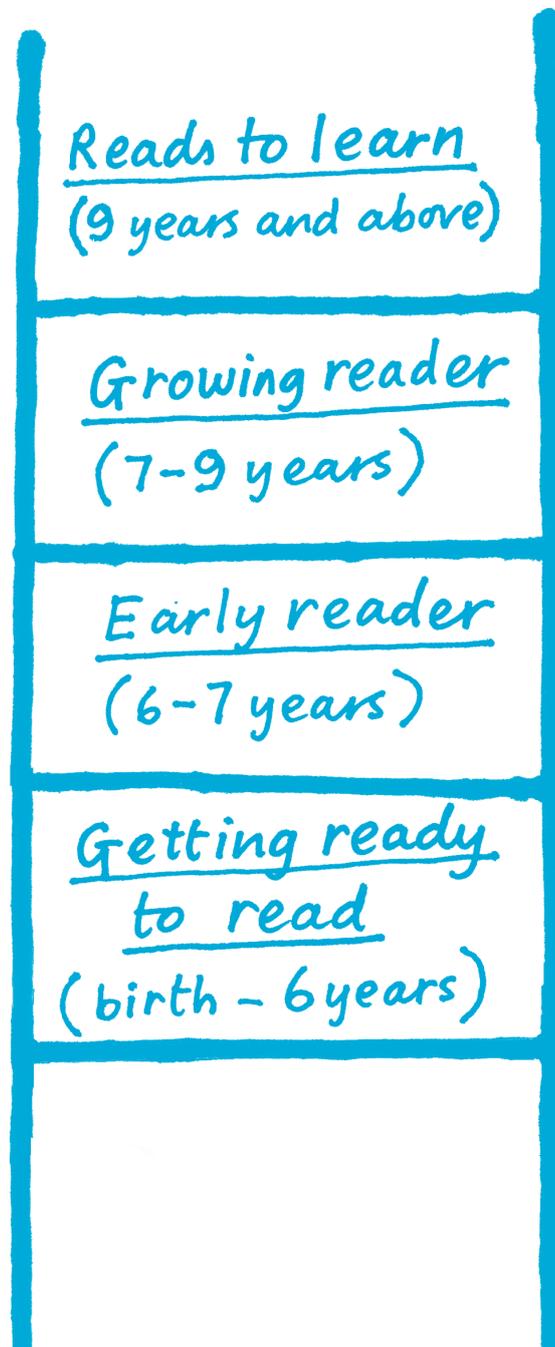
- The pupil uses more complex sentences when speaking and writing, and asks questions.
- The pupil can learn other subjects in that language.
- Writing will have many mistakes.

Step 5 :

Speaks almost like a native speaker

- The pupil reaches this phase after 4-10 years of study.

The ladder of literacy



Note to facilitators
Write each stage of literacy on a separate piece of A4 paper and put them in an envelope. Each group will need an envelope with the four stages.

Stages of literacy

a)

The child has had enough instruction and practice with reading to become more independent.
These readers:

- read more smoothly, expressively and correctly without sounding everything out
- read silently to themselves
- listen to their own reading for meaning and self-correct as needed
- still need some help from better readers
- often reread books so they can concentrate on meaning and build their fluency

b)

The child begins formal reading instruction at school. Reading is usually slow for most pupils so teachers must go slowly and be kind.

These readers may:

- identify most letters by name
- use what they know about consonants and vowels to blend together simple words such as d-a, b-a-b-a, and so on
- read a few common words
- use pictures, story patterns, context and memory along with phonics to make sense of print

c)

These readers have mastered the code. They:

- sound out unfamiliar words easily and read with fluency
- are now ready to read information to gain information

d)

The child listens to the language, speaks it, sings it, and learns how to rhyme.

Developing readers may:

- begin to learn the letters of the alphabet and their sounds
- know some letter names and some letter-sound associations
- read some words and letters
- imitate reading
- still not know what a letter or word is

chart

06

Hausa alphabet

Aa	Bb	Cc	Dd	Ee
Ff	Gg	Hh	Ii	Jj
Kk	Ll	Mm	Nn	Oo
Pp	Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx	Yy
Zz				

Hausa word flash cards

nama

nono

kifi

kaza

Baba

taga

kofa

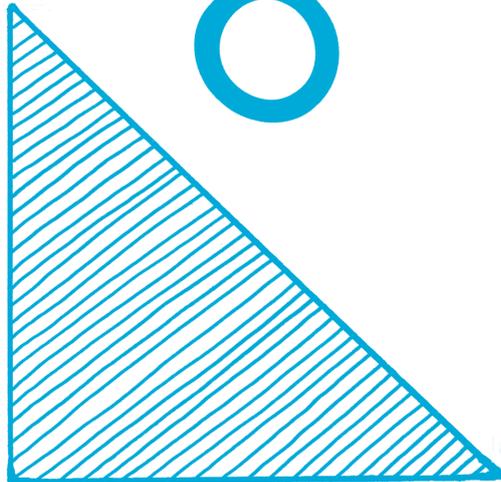
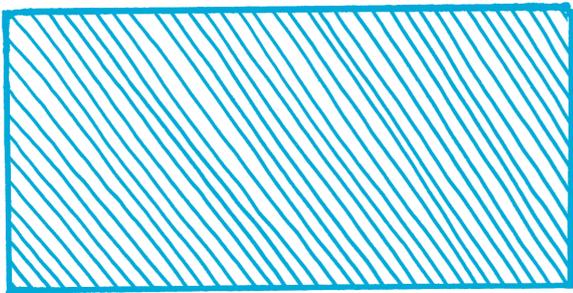
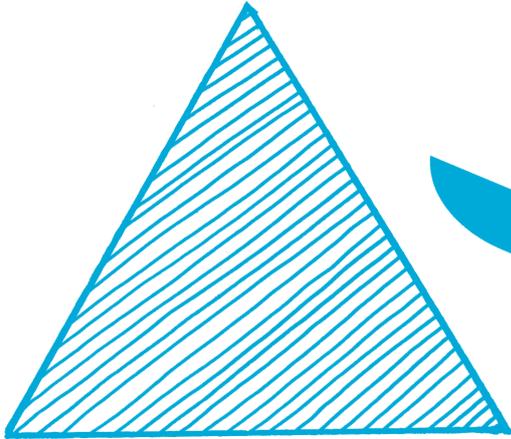
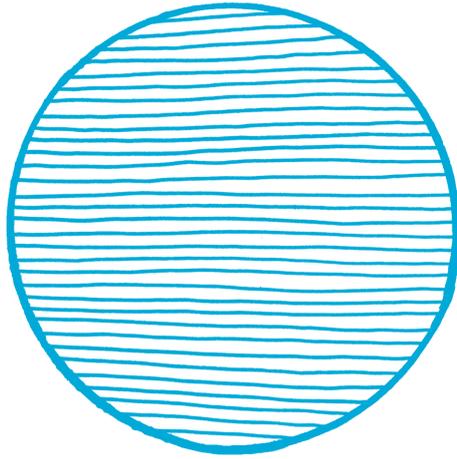
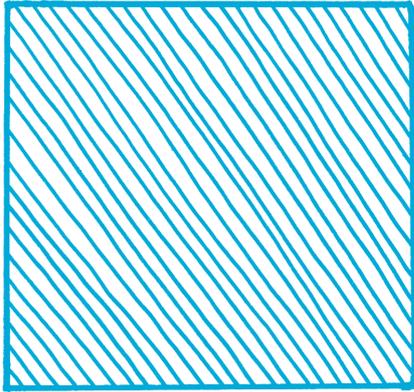
handout

01

Wasannin motsa jiki

Wasannin motsa jiki nada yawa. Wasan kwallo na daya daga cikin wasannin motsa jiki da yara keso. Yara nason buga kwallo. Suna yin wasan kwallo kuma suna zuwa kallon wasan kwallo. Suna hada wasan kwallo don yin gasa a jvnansu.

Geometric shapes





esspin

Education Sector
Support Programme
in Nigeria



UKaid

from the Department for
International Development

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