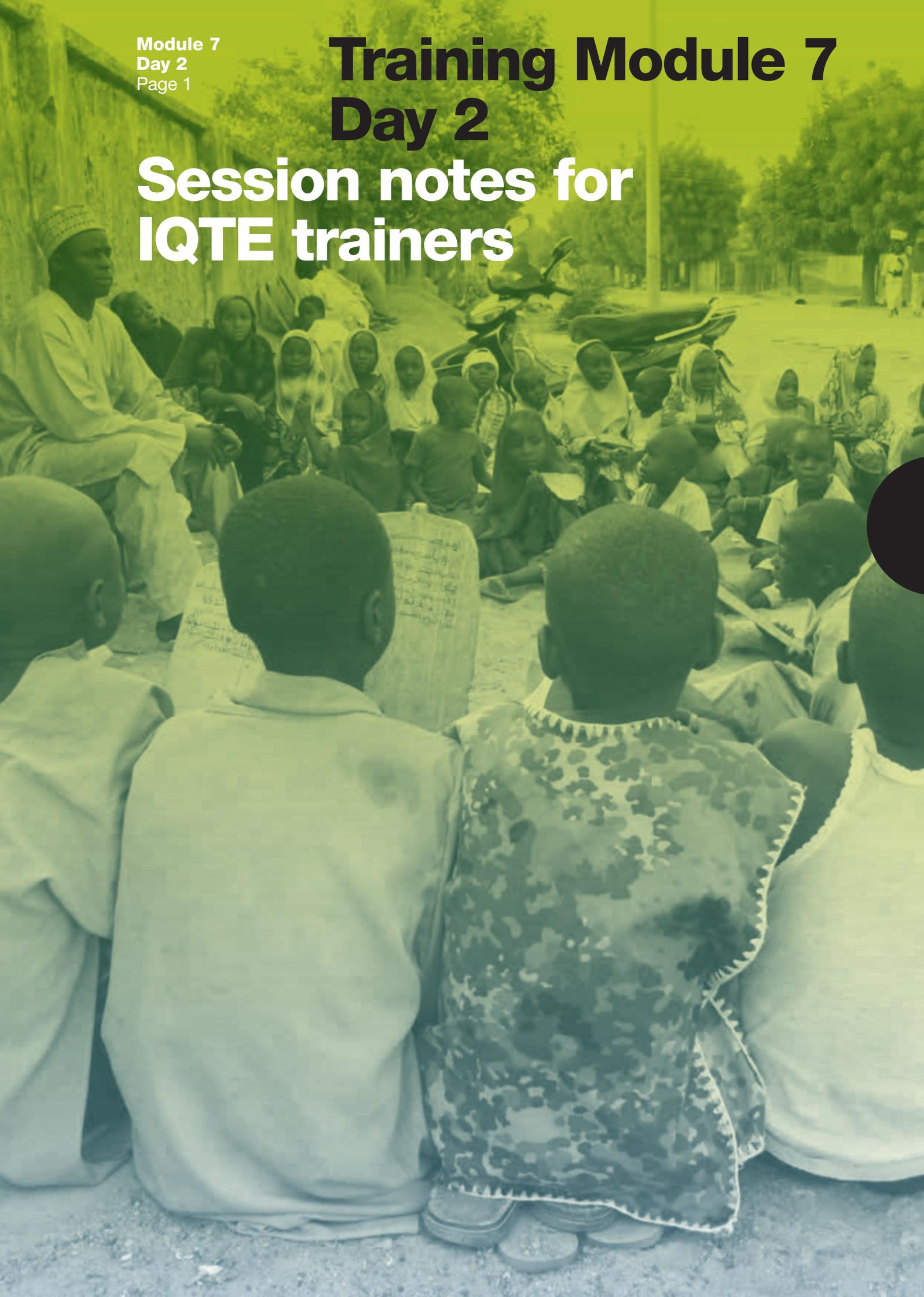


Training Module 7 Day 2

Session notes for IQTE trainers



Training Module 7

Day 2

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 Planning lessons	Session 1: 9.30—10.30am Presenting lesson plans
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Session 5: 3—4pm Teaching Maths	Wrap up 3—3.15pm	Wrap up 3—3.15pm
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: Hausa Scheme of Work Year 1 Term 2 (one for each participant)	Chart 2: Pupil assessment Materials 1: Pupil assessment topics	Materials 2: Beginning sequence for teaching phonics Tape	Chart: Introduction to multiplication (from Day 1)
Handout 2: Language learning activities (one for each participant)	Handout 5: Classroom assessment situations (one for each group of three, and one for each participant)	Handout 6: Sequence for teaching English phonics (one for each participant)	Materials for presentations (participants' own)
Handout 3: Lesson plan – questions to ask yourself (one for each participant)	Tape	Chart 4: The alphabet	
Handout 4: Lesson plan (one for each participant)		Handout 7: Teaching the alphabet chart	
Chart 1: Writing a lesson plan			

Training Module 7

Day 2

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Wrap up 4—4.15pm		

Session 1

9.30—10.30am

Planning lessons



Learning outcomes

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

.....
reviewed the Hausa Scheme of Work Term 2 and identified topics where they need support in teaching

.....
created with a partner a lesson plan from the Hausa Scheme of Work Term 2

.....
identified why independent activities are essential for pupils to learn best



Materials

Flip chart or chalkboard, markers

.....
Handout 1:
Hausa Scheme of Work Year 1 Term 2
(one for each participant)

.....
Handout 2:
Language learning activities
(one for each participant)

.....
Handout 3:
Lesson plan – questions to ask yourself
(one for each participant)

.....
Handout 4:
Lesson plan
(one for each participant)

.....
Chart 1:
Writing a lesson plan

Session 1

9.30—10.30am

Planning lessons

activity 01

Time
20 minutes

Reviewing the Hausa Scheme of Work Year 1 Term 2

Note to facilitators

This is another hands-on session. Have enough support teachers available to help the participants as they work in pairs to write a lesson plan.

Ask a volunteer to lead an opening prayer. Then ask a volunteer to suggest a game or song to begin the day.

Tell the participants that in this session they will review the Hausa Scheme of Work Year 1 Term 2 and develop a lesson plan with the emphasis on group activities.

Ask, 'Why do we want to emphasise group activities?' (These allow the pupils to best learn and practise skills. They allow the teacher to evaluate pupils' understanding and to help individual children.)

Give each participant [Handout 1: Hausa Scheme of Work Year 1 Term 2](#).

Ask the participants to read through the Scheme and write down any questions that they have about the topics.

Give them five minutes for this task. If they finish before, they should share their questions with others at their table.

Ask them to compare their questions in their groups to discover if they have the same questions.

Then bring the whole class together and ask each group to tell the class what their questions are. Ask the other participants to give answers to the questions if possible.

Summary

Emphasise the importance of pupils reading and writing independently every day.

Ask, 'What does that mean, independently?' (Not just copying from the chalkboard, not just reciting after the teacher. Instead, the pupils do activities during which they read and write on their own.) If no one knows the answer, ask probing questions so that they think about the difference.

activity

02

Time
40 minutes

Preparing a lesson plan

Explain that they will work in pairs to create a Hausa lesson with special attention given to the learning activities.

Give each participant [Handout 2: Language learning activities](#). Tell them that the activities are grouped under headings that describe their focus. Give them one to two minutes to read through the activities. Ask if they have any questions.

Then ask, 'Why are the activities grouped under headings?' (The headings show different skills that the activities teach. The teacher should give pupils a variety of activities like this on a weekly basis.)

Ask volunteers to read each of the 'must haves' in Handout 2. Ask for an example of each 'must have'. Then ask if there are any clarifying questions.

Give each participant [Handout 3: Lesson plan – questions to ask yourself](#). Ask volunteers to read the questions. Tell them that they will use this handout along with handouts 1 and 2 to do the activity. Then give each participant [Handout 4: Lesson plan](#). Tell them they will write their Hausa lesson plan on this handout.

Show [Chart 1: Writing a lesson plan](#) and ask a volunteer to read each instruction. Ask if there are any questions.

Move around the room while they are working, checking for understanding and helping where necessary. If a pair seems to be having difficulties, have a support teacher work with them to model how to do it.

Summary

Two minutes before the end of the session, tell the participants that it is time to clear things away. Tell them that you will all sing 'If you're happy' while clearing away and be ready for the next session when you finish singing.

Training Module 7

Day 2

Session notes for IQTE trainers

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Session 5: 3—4pm Teaching Maths	Wrap up 3—3.15pm	Wrap up 3—3.15pm
Wrap up 4—4.15pm		

Session 2

10.30—11am

Pupil assessment



Learning outcomes

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

.....
identify the different kinds of information teachers want to know about their pupils

.....
list assessment methods that the teacher uses to find out this information

.....
explain how teachers can improve their teaching when evaluating assessments



Materials

Flip chart or chalkboard, markers

.....
Chart 2:
Pupil assessment

.....
Materials 1:
Pupil assessment points

.....
Handout 5:
Classroom assessment situations
(one for each group of three, and one for each participant)

.....
Tape

Session 2

10.30—11am

Pupil assessment

activity 01

Time
35 minutes

What do we want to know about our pupils?

Remind the participants that last month their pupils were given the first round of termly assessments. Ask, 'What will the results of these exams tell you?' (what the pupils have learned and how well they taught the content)

Explain that assessments are different kinds of information that we gather about the pupils. Exams are just one kind of assessment to discover how well their pupils are learning and how well they are teaching.

Tell them that, because they are teaching the pupils with child-centred methodology and at an accelerated pace, they have to use different kinds of assessment, not just exams.

In this session they will learn more about what kinds of information teachers should know about their pupils and how to gather that information.

Show [Chart 2: Pupil assessment](#) and ask volunteers to read each heading and subheading: The put the topics from [Materials 1: Pupil assessment topics](#) on the wall.

Explain that some topics are information that a teacher may want to gather and some topics are methods for gathering the information. They will work in groups and decide where each topic belongs.

Ask the groups to choose a group leader, who will make sure everyone participates, and a recorder, who will write their decisions.

The recorder will make two columns, 'Information' and 'Methods', in their notebook and write the number of each assessment topic in the column 'Information' or 'Methods' according to their group's decision.

Before they start, ask a volunteer to choose one assessment topic and say whether it belongs in 'Information' or 'Methods'. Check for agreement. Ask if there are any questions.

Give them ten minutes for this task. Move around the room while they are working, helping where necessary.

Summary

Bring the whole class together. Ask each group in turn to share their decision on one assessment topic. Check for agreement. If there is disagreement, 'park' the topic and return to it at the end. Give them the answers and tape them on Chart 2. (Information: c, e, f, i, j
Methods: a, b, d, g, h, k.)

.....
Ask for examples of behaviours, attitudes and understandings.

.....
Emphasise that some of the assessment methods are done over a period of time to give a full picture of each child's growth and abilities. This kind of assessment also helps to identify any learning difficulties and creates more motivation in the pupils.

activity 02

Time
25 minutes

How to evaluate assessment results

Ask, 'What is the main purpose of assessing the pupils?' (to monitor the pupils' progress in skill building, understanding, attitudes, and behaviour)

Take their ideas. The co-facilitator writes their answers on the flip chart or chalkboard as they share them. The co-facilitator then writes 'Pupils' next to their answers to show that they all refer to the pupils.

Ask, 'Who else are we assessing when we assess the pupils?' (teachers) If the participants don't understand the question, remind them that at school pupils learn skills because they are taught.

If the teaching is good, their achievement will be higher. If the teaching is poor, their achievement will be low and/or their progress slow.

Tell them that they will discuss four different classroom assessment situations in groups of three and answer the questions.

Give each participant [Handout 5: Classroom assessment situations](#). Tell them to discuss any of the four assessment situations first. They may not have time to discuss every situation but they should try.

Give then ten minutes for this task. Move around the room while they are working, helping where necessary.

Summary

Bring the whole class together and ask the groups to share their views on each classroom assessment situation in turn.

Highlight the different assessment methods along with the goal of not blaming the pupils for their attitude or lack of understanding or skill.



Training Module 7

Day 2

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Session 5: 3—4pm Teaching Maths	Wrap up 3—3.15pm	Wrap up 3—3.15pm
Wrap up 4—4.15pm		

Session 3

12—1pm

Teaching English



Learning outcomes

By the end of this session, the participants will:

have practised a song that enables pupils to learn and remember verbs

be able to list the sequence of teaching English phonics

be able to identify how to teach English letter names and sounds with an alphabet chart



Materials

Flip chart or chalkboard, markers

Materials 2:
Beginning sequence for teaching phonics

Tape

Handout 6:
Sequence for teaching English phonics (one for each participant)

Chart 4:
The alphabet

Handout 7:
Teaching the alphabet chart

Teaching English

activity 01

Time
25 minutes

Teaching phonics

Note to facilitators

In this session, one group will do Teaching English and the other group will do Teaching Maths. They will change over in Session 4. Divide the participants and support teachers into two equal groups and have one group move to another room. There should be one facilitator with each group.

Start with the song from yesterday, 'If you're happy'. Sing the song with the class. Ask volunteers to suggest movements to replace 'clap your hands', for example: 'jump up high', 'touch your head', 'turn around'.

Then ask, 'What were some of the new topics in the English Scheme of Work Year 1 Term 2?' (Highlight: learning how to write and pronounce the letter names and sounds of the English alphabet, reading and writing CVC words.)

Tell the participants that there is a correct sequence for teaching English phonics. If a teacher follows this sequence and gives plenty of practice, the pupils will most likely be successful speakers, readers and writers.

Write on the flip chart or chalkboard the heading: 'Beginning sequence for teaching phonics'.

Give each group a set of topics from [Materials 2: Beginning sequence for teaching phonics](#). Ask volunteers to read out each topic. Ask, 'Which topic do you think is the first that we teach?' Give clues if necessary.

Go through each topic in turn, asking volunteers to [tape](#) each topic under the heading on the flip chart or chalkboard as they identify the order. Guide them to the correct order: d, b, a, e, c.

Then give each participant [Handout 6: Sequence for teaching english phonics](#). Ask volunteers to read out each element. Ask if anyone has any questions. Remind the participants that in this term they are concentrating on the first two elements, consonants and short vowels.

activity

02

Time
35 minutes

Teaching letter names and sounds

Tell the participants that in this activity they will learn how to teach letter names and sounds systematically so that they can move their pupils on to reading and writing successfully.

Show [Chart 4: The alphabet](#). Explain that they will teach their pupils the names and sounds of eight to nine letters each week as listed in the Scheme of Work.

Tell them that you will demonstrate how to use the alphabet chart. They will participate as pupils. Follow these steps:

Cover all the letters on Chart 4 apart from the first eight.

Teach the letter names and sounds of the first eight letters.

Teach them first in order and then out of order.

Listen as the participants say the sound and correct any mispronunciations.

Stress the two sounds of 'c' and 'g'.

Point out that you are teaching the short sounds of the vowels first.

Explain that they will practise the letters and sounds with their pupils each day for five minutes at the beginning of the lesson. Then they will ask the pupils to do different activities so that they learn the letters out of order.

When the pupils have learned all the letters, they will be able to blend them together to read and write words.

Summary

Give each participant [Handout 7: Teaching the alphabet chart](#). Read through the handout with them. Ask if they have any questions.

Training Module 7

Day 2

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Wrap up 4—4.15pm		

Session 4

2—3pm

Teaching Maths



Learning outcomes

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

presented with their groups their 'introduction to multiplication' and given feedback to fellow participants after their presentation



Materials

Flip chart or chalkboard, markers

Chart:
Introduction to multiplication (from Day 1)

Materials for presentations (participants' own)

Session 4

2—3pm

Teaching Maths

activity 01

Time
60 minutes

Presenting introductions to multiplication

Note to facilitators

In this session, one group will do Teaching Maths and the other group will do Teaching English. They will stay in the same groups as Session 3.

You need to foster a mood of active listening, working together (collaboration), and positive, constructive peer evaluation. Stay engaged with each presentation to show the participants the importance of respectful leadership. Have high expectations and, at the same time, be encouraging to those who are not skilled at public speaking so that they can see how to improve.

Tell the participants that in this session they will present their introductions to multiplication. Show [Chart: Introduction to multiplication](#) to remind them of the task.

Tell them how much time each group will have to present their introduction (the time available will depend on the number of groups). Tell them that you will be the timekeeper and that you will give them a sign when they have one minute left. After each presentation, the observers will have two minutes to give their 'two stars and one wish' to the presenters.

Summary

Ask, 'What ways did we see to introduce multiplication as repeated addition?' 'How does using objects help pupils to learn in a Maths class?' Take their ideas.

Wrap- up 3— 3.15pm



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 7

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

Hausa scheme of work year 1, term 2

Makwanni	Makasudi:	Kumshiyya:
1	Ci gaba da sunaye	Iya koya sunaye daban-daban
2	Kyautata karatu	Kara kwarewa wajen rubutun bakake masu goyo.
3	Kyautata rubutu	Iya rubuta matsakaitan jawabi
4	Gajerun labarai	Kawo dan gajeren labara
5	Karanta gajerun labarai	Iya karanta gajerun labarai masu ban shaawa
6	Rubuta gajerun labarai	Iya rubuta dan gajeren labara
7	Gabatar da karya harshe	Kawo yadda ake karya harshe
8	Rubuta saukakan ire-iren karya harshe	Iya rubuta hanyoyin karya harshe
9	Karanta ire-iren karya harshe	Iya kawo Karin harshe cikin sauki
10	Tsiftar muhalli a karance da kuma a rubuce.	Fayyace kalmomi masu nasaba dad a muhalli da kewaye
11	Fayyace kalmomi masu dangantaka da riga-kafi	Fito da muhimman kalmomi mmasu nuna rigakafi
12	Kyautata rubuta kalmomin tausayi da karantasu	Iya kawowa da kuma karanta kalmomin tausayi

Language learning activities

<u>Writing</u>		<u>Discrimination</u>	<u>Speaking/ reading and listening</u>	<u>Artistic</u>
Write own Sentences, greetings, poem or story	Use new vocabulary in own sentences	Finding Friends game	Small group discussion	Storyboard with puppets
Write with a small group or pair	Dictation	Bingo	Create own dialogue	Draw pictures
Make up questions about passage	Sharing News chart	Memory card game	Read to each other in pairs or small groups	Act out role play
Wall dictionary		Scrambled Sentence activity	Sing related Song	
Question tree activity		Dash -dash activity		

- A learning activity must have
- A clear learning purpose
 - All pupils involved in activity - 'saying and doing'
 - Pupils practising language skills
 - Positive, fun and non-threatening experiences

<u>Lesson plan - Questions to ask yourself</u>	
Date	
Subject	
Topic	
Scheme of work Week	
Objective(s)	What will the pupils learn? Write, 'By the end of this lesson, the pupils will be able to...'
Daily practice	What will the pupils practise so that the skills are learned?
Introduction	How will I get the pupils' attention? <ul style="list-style-type: none">• Tell pupils about topic or tell a story• Demonstrate• Ask pupils questions• Revise work that I previously taught
Activity 1	What activity will the pupils do? <ul style="list-style-type: none">• How will I organise them - pairs, small groups, individual?• What questions will I ask?• What will the pupils do?• What materials will I have to prepare?
Activity 2	What other activity will I do in this lesson to let them practise a previously taught skill or for the advanced pupils? <ul style="list-style-type: none">• How will I organise them - pairs, small groups, individual?• What questions will I ask?• What will the pupils do?• What materials will I have to prepare?
Evaluation	How will I know if my objectives are reached? <ul style="list-style-type: none">• Ask questions• Look over the pupils' independent work• Give a short exam, and so on

<u>Lesson plan</u>	
Date	
Subject	
Topic	
Scheme of work Week	
Objective(s)	By the end of the lesson, the pupils will be able to:
Daily practice	
Introduction	
Activity 1	
Activity 2	
Evaluation	

Writing a lesson plan

- Write a lesson plan from the Hausa Scheme of Work Term 2 in the next 30 minutes with your partner.
- Plan your objectives, daily practice, introduction, two activities and evaluation by following the lesson plan format and answer all the questions as you plan.
- Write the lesson on the blank lesson plan.
- Be ready to share your lesson with your group on Day 3.

chart

02

Pupil assessment

Information

The teacher might want to gather information on the children's:

Methods

This information can be gathered through:

Pupil assessment results

a Examinations and tests

b Observing the child and making notes

c Behaviour

d Observing the child and using checklists of observed behaviours

e Skills in a Subject area (how the child solves Maths problems, read aloud, identifies objects, and so on)

g Analysing samples of the child's work and products

f Attitudes

h Giving tests and exams

i Understandings

j Samples of class work (drawings, stories the child wrote, written Maths problems, and so on)

k Talking with the child about how they feel about learning (interviewing)

handout

05

Classroom assessment situations

Classroom 1

A teacher reads over the pupils' stories and notices that most of the pupils are using full stops at the end of their sentences but are not using capital letters at the beginning of sentences.

What method of assessment did the teacher use?

How can this help the teacher evaluate their teaching?

What can the teacher do to improve their teaching?

Classroom 2

A teacher notices that, every time they begin to teach Maths, a number of pupils say they have to go home. Others begin to lay their heads down. Only a few are listening to the teacher.

What method of assessment did the teacher use?

How can this help the teacher evaluate their teaching?

What can the teacher do to improve their teaching?

Classroom 3

A teacher gives a dictation of five Hausa words to the pupils. The teacher reads the pupils' answers and finds that 20 of the 30 pupils were not able to spell any of the words correctly.

What method of assessment did the teacher use?

How can this help the teacher evaluate their teaching?

What can the teacher do to improve their teaching?

Classroom 4

A teacher thinks that they have taught the English greetings well, with the pupils reciting the greetings after the teacher. But when the female support teacher comes one afternoon and the children say, 'Good morning, sir', the support teacher writes down on the visit form that the teacher needs to work more on greetings.

Why did the support teacher write that?

How can this help the teacher evaluate their teaching?

What can the teacher do to improve their teaching?

Beginning Sequence for phonics instruction

a

Short vowel rhyming word families

b

Beginning sounds and ending sounds

c

Short vowel sounds in non-rhyming families

d

Alphabet recognition and writing

e

Consonant digraphs (two letters that create one sound) and blends

Sequence for teaching English phonics

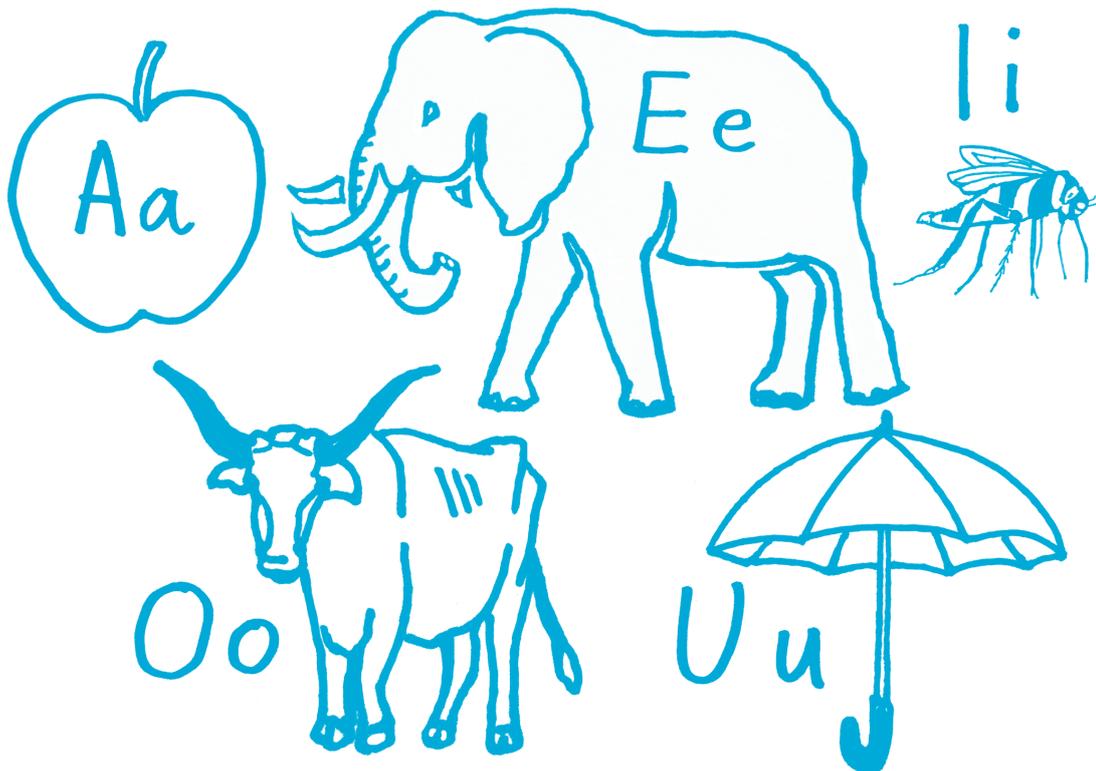
Element	Examples
• Consonants →	Simple: b, p, m, w, h, d, t, n, hard g, k, hard c, y, f More difficult consonants: v, l, z, s, r, c, q, x, j, g
• Short vowels →	a, e, i, o, u, y
• Consonant blends and digraphs →	ck, ng, th, sh, th, wh, ch
• Simple consonant blends →	with l, r, p, ort, as bl, pl, gr, br, sp, st, tr, thr, str, spl, scr
• Long vowels →	a, e, i, o, u, y
• Silent letters	knife, write, talk, gnat, black, hour
• Vowel digraphs →	ai, ea, oa, ee, ey, ea
• Vowel diphthongs →	au, aw, oo, oo, ow, ou, oi, oy, ow
• Vowels with r →	ar, er, ir, or, ur
• Same with l and w →	aw, ew, ow
• Phonograms (rhymes) →	ail, ain, all, and, ate, ay, con, eep, ell, en, ent, er, est, ick, ight, ill, in, ing, ock, ter, tion

chart

04

The 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				



Teaching the alphabet chart

Lesson outcomes

The pupils will be able to:

- identify the sounds of all the letters of the English alphabet, beginning with consonants and then short vowel sounds
- write the letter of each consonant sound
- read the consonant sound of each letter

Instructions

- ① Put the alphabet chart on the wall or string.
- ② Follow the Scheme, introducing the first eight letters of the alphabet. Cover up the rest of the letters. Practise these letters with the pupils for five minutes at the beginning of the lesson each day.
- ③ At the end of the week, point to the letters out of order and ask individual pupils for the sound.
- ④ Have the pupils write the letters in their notebooks as you say the sounds. Move around the room checking their work. Dictate the letters in order at first and then out of order on other days.
- ⑤ Add eight to nine more letters each week and follow one to four in the course of the month.
- ⑥ Keep practising the letters that you have introduced while introducing new ones.



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