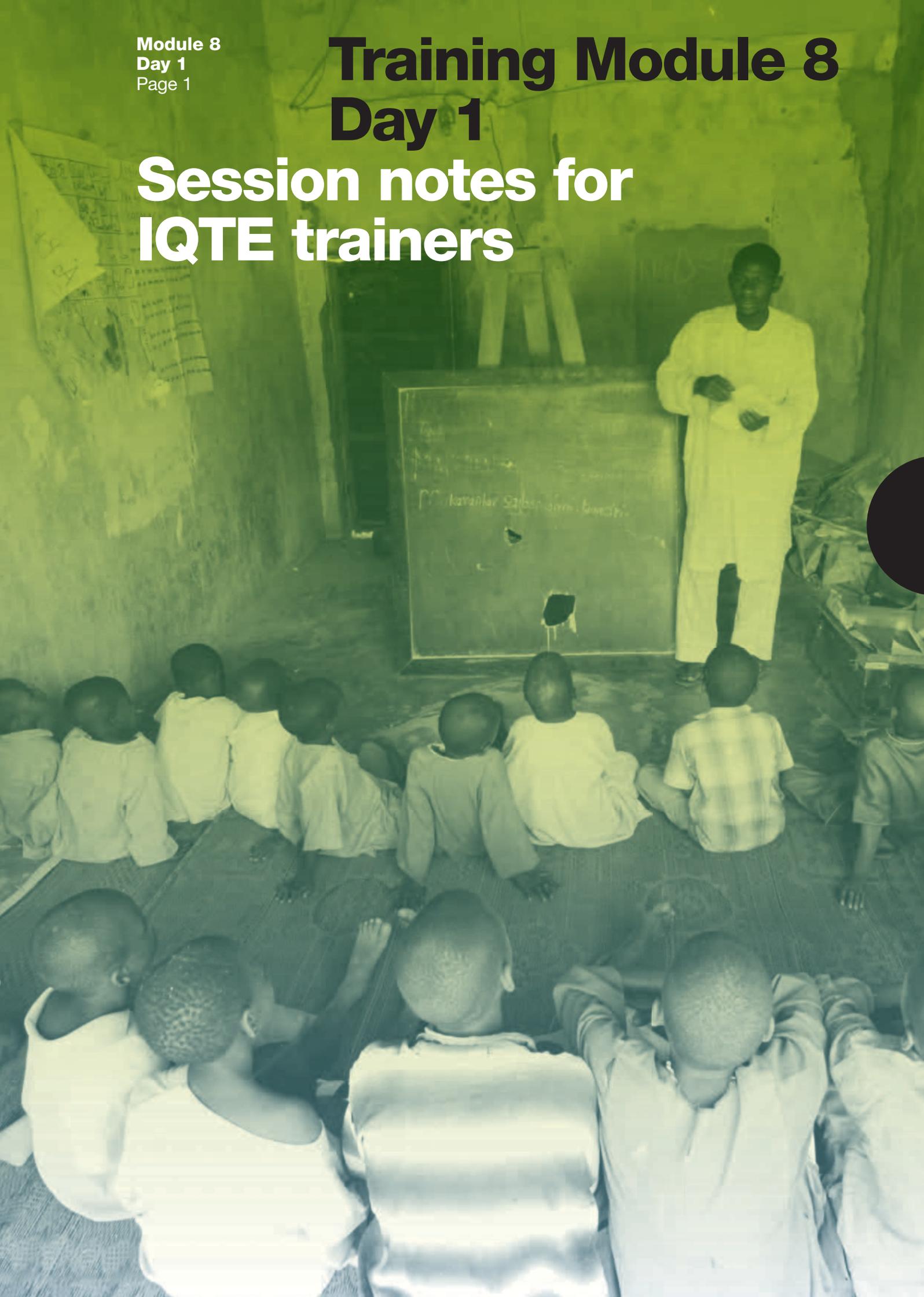


Training Module 8 Day 1

Session notes for IQTE trainers



Training Module 8

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 Preparing Hausa reading activity	Session 1: 9.30—10.30am Presenting Hausa reading activity
Session 2: 10.30—11.30am Teaching Hausa	Session 2: 10.30—11.30am Teaching English	Session 2: 10.30—11.30am Teaching English
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Session 3: 12—1pm Teaching English	Session 3: 12—1pm Teaching Maths	Session 3: 12—1pm Teaching Maths
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 Sharing activities
Session 5: 3—4pm Reaching our teaching objectives	Wrap up 3—3.15pm	Wrap up 3—3.15pm
Wrap up 4—4.15pm		

To make:	Headings:	To collect:
Paper ball: one for whole class activity or three for group activity	‘Successes’ and ‘Challenges’, each on a separate piece of A4 paper	Interesting objects: a few that pupils would want to touch
Hankaka mai hikima picture: a simple drawing of the story on flip chart paper		Small objects: stones, bottle tops or leaves (one for each participant)
Hankaka mai hikima flash cards: choose five words that would be new to pupils		

Session 1: Materials/ Charts/ Handouts	Session 2: Materials/ Charts/ Handouts	Session 3: Materials/ Charts/ Handouts	Session 4: Materials/ Charts/ Handouts	Session 5: Materials/ Charts/ Handouts
Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers
Paper ball (one or three)	Hankaka mai hikima picture	Headings: ‘Successes’ and ‘Challenges’	Chart 7: Fill in the gaps	Handout 7: Lesson observation guidelines (one for each participant)
Chart 1: Timetable Module 8	Hankaka mai hikima flash cards	A4 paper, tape	A4 paper and pens	
Chart 2: Our teaching objectives	Chart 3 and Handout 1: Hankaka mai hikima (one handout for each participant)	Interesting objects		Handout 8: Teacher competencies assessment (one for each participant)
	Chart 4: Fill in the gaps	Small objects (one for each participant)		
	Chart 5: Reading activities	Materials 1: CVC object and word cards		
	Handouts 2—6: Reading activities (a different activity for each group)	Crayons and scissors		
	Chart 6: Hausa reading activity			

Training Module 8

Day 1

Session notes for IQTE trainers



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Wrap up 4—4.15pm		

Session 1

9.30—10.30am

Reconnecting/ Sharing experiences



Learning outcomes

By the end of this session, the participants will:

.....
have participated in an energiser/ concentration game
.....

.....
have reviewed the ground rules
.....

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

.....
have shared an experience related to one of the IQTE teacher objectives or explained what help is needed to achieve it



Materials

Flip chart or chalkboard, markers

.....
Paper ball (one or three)
.....

.....
Chart 1:
Timetable Module 8
.....

.....
Chart 2:
Our teaching objectives

Session 1

9.30—10.30am

Reconnecting/ Sharing experiences

activity 01

Time
20 minutes

Reconnecting

Welcome the participants back and ask a volunteer to lead an opening prayer.

Then tell them they will begin with a ball passing game. Follow these steps:

Ask the participants to stand in a circle facing to the right.

Show how they will pass the [paper ball](#) in this pattern: overhead, on the right side (on the outside of the circle). Tell them that they will pass the ball around the circle three times in this way.

On each pass in the first round they will call out their names.

In the second round they will call out the the 5 times table, and in the last round they will call out English words that begin with 'b'.

Begin the game. Remind them at the beginning of each round what to say.

If there is time, multiple groups can do the activity at the same time.

At the end of the activity, ask the participants to count off one to five in turn around the circle. Tell the ones to sit together at one table, the twos at the next table, and so on.

activity 02

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.

Then ask a volunteer from each group in turn to share a ground rule. The co-facilitator writes the answers on the flip chart. If no participant in a group volunteers an answer, ask the support teachers at that table if they can add their ideas.

Ask the class to look at the list, and 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.

activity

03

Time
10 minutes

The timetable for the week

Show [Chart 1: Timetable Module 8](#) and give the participants time to read through it.

.....
Then ask what is similar in this training and what is different from the last one. (Same: sharing experiences, teaching Maths, Hausa and English, making materials, sharing activities. Different: reaching our teaching objectives.)

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

activity 04

Time
30 minutes

Sharing experiences

Note to facilitators

This activity encourages peer mentoring and active participation. Have a support teacher at each table making sure that everyone has a turn and asking probing questions to help them to learn from each other.

If a group finishes early, have them ask each other questions about the experiences that they shared.

Remind the participants that they have learned ways to teach that allow children to learn best.

Ask for a few examples. If they say 'child centred methodologies', ask, 'What are those specifically?' (Possible answers are: open questions, 'say and do' activities, group work, using materials, pupils more active in introductions, teachers giving independent work.)

Tell them that these methods are based on the programme's teaching objectives. Show [Chart 2: Our teaching objectives](#). Ask volunteers to read through the objectives. Ask if there are any questions.

Explain that each group will discuss their experiences of two of the teaching objectives. Tell each group which two objectives they will discuss. Tell them that each participant should think of one experience that they had in their classrooms in the past month which demonstrates one of their group's two objectives. If they cannot think of a personal experience, they can think of what help they need in reaching one of their objectives.

Before they begin, give an example of an introduction or activity that you observed and how it reached one of the objectives.

Give them three minutes to think. Then tell them to discuss in their groups their experiences or needs. The group leader will make notes. The support teacher sitting with them will be the facilitator. Move around the room checking and helping where necessary.

Bring the whole class together. Ask them to keep these experiences in mind for Session 5, when they will share with the whole class.



Training Module 8

Day 1

Session notes for IQTE trainers



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Wrap up 4—4.15pm		

Session 2

10.30—11.30am

Teaching Hausa



Learning outcomes

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

participated in a Hausa reading lesson with child-centred activities



Materials

Flip chart or chalkboard, markers

Hankaka mai hikima picture

Hankaka mai hikima flash cards

Chart 3 and Handout 1: Hankaka mai hikima (one handout for each participant)

Chart 4: Fill in the gaps

Chart 5: Reading activities

Handouts 2—6: Reading activities (a different activity for each group)

Chart 6: Hausa reading activity

Teaching Hausa

activity 01

Time
45 minutes

Hausa reading lesson

Explain to the participants that their pupils are now in the 'growing reader' stage since they are reading every day. They will therefore move on to introducing longer stories to their classes and using more reading activities.

Tell them that you will lead them through a reading lesson using a story from the Hausa reader. They will participate as pupils. Follow these steps:

Show the [Hankaka mai hikima picture](#). Encourage the participants to talk about the picture.

Introduce the [Hankaka mai hikima flash cards](#) one by one.

Show [Chart 3: Hankaka mai hikima](#). Read the story to the class.

Give each participant [Handout 1: Hankaka mai hikima](#). Have them read the story in groups.

Show [Chart 4: Fill in the gaps](#). Ask the participants to work in groups to fill in the gaps. Then bring the whole class together and ask each group to give their answer for each gap in turn. (1 tsunsu, 2 sha, 3 tulu, 4 kishirwa, 5 godiya, 6 duwatsu)

Summary

Ask, 'Why do we introduce the story through a drawing first?' (to create interest in the written word through the pictures that children enjoy so much)

Then ask, 'Why do we give new vocabulary before the story?' (so that the pupils can understand the story better and again to interest the pupils in what happens in the story)

Tell the participants that they will follow the same steps when introducing a story to their pupils. They can do different reading activities after reading the story.

activity

02

Time
15 minutes

Reading activity assignment

Show [Chart 5: Reading activities](#). Ask, 'Can anyone tell us what any of these different activities are?' Take their ideas and give a brief explanation of any activities that they don't know.

.....

Tell them that each group will create one of these reading activities tomorrow, based on the story 'Hankaka mai hikima'. Each group will create a different activity. They will prepare their activity on Day 2 and present it to the class on Day 3.

.....

Give each group a different reading activity from [Handouts 2—6: Reading activities](#). Give them time to read through it.

.....

Show [Chart 6: Hausa reading activity](#). Read through it with the class. Ask if there are any questions.

Training Module 8

Day 1

Session notes for IQTE trainers



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Wrap up 4—4.15pm		

Session 3

12—1pm

Teaching English



Learning outcomes

By the end of this session, the participants will:

be able to describe successes and challenges that they have had with the English Term 2 lesson plan

have brainstormed ways to overcome teaching challenges

have participated in activities that help children learn and remember the English Scheme of Work Year 1 Term 2 learning objectives

be able to analyse these activities and identify why they help children learn higher thinking skills

have made materials to use with their classes and to share with staff in their schools



Materials

Flip chart or chalkboard, markers

Headings: 'Successes' and 'Challenges'

A4 paper, tape

Interesting objects

Small objects (one for each participant)

Materials 1: CVC object and word cards

Crayons and scissors

Teaching English

activity 01

Time
30 minutes

Successes and challenges with the lesson plan

Remind the participants that during the last training they looked at the English Scheme of Work Year 1 Term 2 and were introduced to some new activities. Give an example.

Ask, 'What do you remember from the Teaching English sessions?' (Possible answers are: alphabet chart, pupils and teacher speaking more English and less Hausa, more time spent reading and writing English, learning phonics, moving to the 'early reader' stage.)

Then ask, 'What was introduced into the lesson plan format for English in the last module?' (alphabet chart work at the beginning of every lesson) Ask, 'Why was this introduced?' (to teach how to read and write the English letter names and sounds)

Tape the headings 'Successes' and 'Challenges' on the wall. Tell the participants that they will discuss with a partner their successes and challenges with the new lesson plan format. They will decide on one success and one challenge that they think are the most important, and write them on a separate piece of A4.

Before they begin, give them an example. (Success: I am speaking more English during the lesson. Challenge: Practising with the alphabet chart every day.) Ask if there are any questions. Give each pair A4 paper. Tell them they have five minutes for the task.

Move around the room while they are working, checking in with each pair and helping where necessary.

Tell the pairs to tape their examples under the correct heading, 'Successes' or 'Challenges'.

Bring the whole class together. Ask them to read through the 'successes'. Ask them to point out any which are the same and group them together.

Ask them to highlight the successes. Congratulate them.

Follow the same steps with the 'challenges'. Then ask for some suggestions for overcoming the challenges.

activity 02

Summary

Remind the participants how important it is to share their challenges with each other and with the support teachers. A teacher can learn so much when asking for help.

Then explain that the following activities will support them as they teach more challenging concepts. The support teachers will make sure to highlight how to overcome the challenges when they visit the schools.

Time
10 minutes

Learning prepositions

Explain that in Term 2 Week 1 the children are introduced to prepositions. They need practice to learn them well. Tell them that you will demonstrate a short introduction to prepositions and then show them a game for practising.

1 **Introducing prepositions**

Using the prepositions 'under', 'on', 'in', 'near', 'far from', tell volunteers to stand or sit in different places, one at a time. Say the sentences where the volunteers are, stressing the preposition. Ask the participants to repeat. Remind them that a preposition tells the position of a person, place or thing.

Tell them that they can also introduce prepositions with objects that pupils would want to touch. Demonstrate with [interesting objects](#) using other prepositions such as 'behind', 'in front of', 'above', 'below'.

2 **'Salisu says' with prepositions**

Remind them of the game 'Salisu says'. Ask, 'Who can tell us how it is played?' Then ask, 'Why is "Salisu says" a good learning game?' (The children 'say and do' and have to understand what the teacher is saying to play correctly.)

Tell them that you will demonstrate using 'Salisu says' to practise saying and understanding prepositions.

activity 03

Follow these steps:

Give everyone a [small object](#). Tell them to hold the object in their hand and stand up.

Remind them that, when you begin an instruction with ‘Salisu says...’, they should do the action. But when you give an instruction without ‘Salisu says’, they should not do the action. If they do, they are out of the game.

Play the game, telling the participants to put their stones, for example:

on the ground

under your chin

in front of your legs

behind your head

near your foot

far from your nose

next to your shoulder.

Tell them that, when they play the game with their pupils, they can show the action first or ask a pupil to tell the others in Hausa. But as soon as possible, they should let the pupils try to understand what they are saying in English. They should also let a child be the leader as soon as possible, or let the pupils play in smaller groups.

Summary

Explain that children learn best when they have continual challenges that are not too difficult.

Knowing how to make an activity more challenging is an important skill for quality teachers to have. They know how to make learning enjoyable.

Tell them that tomorrow they will play this game again. For tomorrow, you want them to think about how to change this from a whole class into a partner game.

Time

20 minutes

Object/word matching game

Explain that you will do an activity which teaches pupils how to identify and write simple CVC words with the letters that they have learned.

Ask, ‘What are CVC words?’ (consonant-verb-consonant words like hat, bin, cup, bed, mop) The co-facilitator writes these words on the flip chart or chalkboard.

Tape [Materials 1: CVC object and word cards](#) to the flip chart or chalkboard, with the objects and words matching. Read the word cards in English one by one, pointing to the matching object card after you read each word. Have the participants repeat.

.....
Ask, 'What do you notice?'
(Possible answers are: the
drawings match the words,
they are all three-letter
words, all the words follow
the pattern CVC.)

.....
Explain that each person
will now make one pair of
matching cards. Give each
group one piece of [flip chart
paper](#), and [scissors](#) and
[crayons](#).

Summary

Explain that they can also
have their pupils make
a set of object/word cards
in groups.

.....
Then play one or more of
these identification games:

.....
Tell the groups to fold the
flip chart paper into eight
equal squares and give
each participant two squares.
Each participant draws
an object on one square
and the matching word neatly
on the other.

.....
Ask, 'How does making
cards in small groups help
the pupils to use higher
thinking skills?' (The pupils
have to cooperate. They
have to analyse how many
cards there will be and
coordinate. They begin
to recognise how to put
letter sounds together
to read words.)

.....
Give one card to each
participant and they find
their match.

.....
Show each object card
and a volunteer finds
the matching word card.

.....
Move around the room,
checking for quality
and helping where necessary.
When they have finished,
ask the group leaders to
collect the cards.

.....
Show each word card
and a volunteer finds the
matching object card.

.....
Show an object card
and the participants write
the word.

.....
Tell them that they will
play the game with their
cards tomorrow. They will
also have time to make
a complete set of cards to
take to their schools.

Training Module 8

Day 1

Session notes for IQTE trainers



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Session 5: 3—4pm Reaching our teaching objectives	Wrap up 3—3.15pm	Wrap up 3—3.15pm
Wrap up 4—4.15pm		

Session 4

2—3pm

Teaching Maths



Learning outcomes

By the end of this session, the participants will:

be able to identify the advantages of memorising multiplication facts

have participated in a movement activity to help pupils to memorise multiplication facts



Materials

Flip chart or chalkboard, markers

Chart 7:
Fill in the gaps

A4 paper and pens

Teaching Maths

activity 01

activity 02

Time
15 minutes

Filling in the gaps

Show [Chart 7: Fill in the gaps](#). Ask the participants to read through the sentences silently and write down the words that they think fit in the gaps. Give them five minutes for this task.

Then ask volunteers to read a sentence and fill in the gap with their suggestion. Check for agreement. If there are disagreements, 'park' that gap and go back to it at the end. The co-facilitator writes the words on the chart. Guide them to the answers: 1 multiplying, 2 subtract or multiply, 3 think, 4 know or say, 5 easy or simple, 6 every, 7 move, 8 say and do, clap, play games.

Time
25 minutes

Using movement to learn multiplication

Remind the participants that they learned a few activities in the last training for memorising the multiplication tables. Ask, 'What were those activities?' (using the multiplication chart, ball passing activity)

Explain that they will learn a clapping activity in this training that they will use in their classrooms.

They can use this activity along with the ones from the last training in the first five to ten minutes of the lesson to help pupils to memorise multiplication facts as well as addition and subtraction facts.

1 Whole circle clapping with the 2 times table

Ask the participants to stand in a circle.

First demonstrate, clapping by yourself and then clapping hands with those on either side of you while counting 1—20. Say the odd numbers quietly (1, 3, 5, 7, and so on) while clapping your own hands and the even numbers loudly (2, 4, 6, 8, and so on) while clapping hands with your partners on either side.

Begin, all the participants clapping and saying the numbers. Count to 24.

2
**Partner clapping with
the 2 times table**

Ask the participants to count off '1' and '2' around the circle.

Ask the '1s' to turn to their right and the '2s' to turn to their left, so each '1' is facing a '2'.

Tell the partners to clap their hands on their own thighs while saying the odd numbers and to clap each other's hands while saying the even numbers. Tell them to say the even numbers louder than the odd numbers.

Begin, all the participants clapping and saying the numbers. Count to 24.

3
**Partner clapping with
the 3 times table**

Tell the partners to clap their thighs while saying '1', clap their own hands while saying '2', and clap each other's hands while saying '3'. Tell them to say the multiples of '3' louder than the other numbers.

Begin, all the participants clapping and saying the numbers. Count to 30.

4
**Partner clapping
with 4 times table**

Tell the partners to clap their own thighs while saying '1', clap their own hands while saying '2', clap their own shoulders while saying '3', and clap each other's hands while saying '4'. Tell them to say the multiples of '4' louder than the other numbers.

Begin, all the participants clapping and saying the numbers. Count to 40.

Summary

Ask, 'How did you like this activity?' 'What was most enjoyable?'

Then give some tips for success. They should start slowly, only doing the 2 times table with their pupils at first.

When pupils have mastered the 2 times table, move on to the 3 times table, and so on. They need to give pupils lots of praise for doing the activity well and move around the circle helping those having trouble.

activity

03

Time
20 minutes

Working independently

Tell them that you will give them multiplication problems as they would do with their pupils at the end of a lesson.

Write one multiplication problem on the flip chart or chalkboard and have the participants actively do the problem with you. Show how they can use objects to help pupils solve the problems if they can't do it in their heads.

When the problem is solved, write ten new problems. Then add more difficult two-digit problems.

Tell them that a teacher always adds more difficult problems for the quicker pupils. This is what they are expected to do with their pupils instead of having them copy problems that they have done before.

As the participants work on the problems, demonstrate how to move around the room helping pupils individually to solve the problems.

When they have finished, tell them that the time when pupils work independently is 'golden time' for teachers to assess the pupils' abilities.



Training Module 8

Day 1

Session notes for IQTE trainers



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Wrap up 4—4.15pm		

Session 5

3—4pm

Reaching our teaching objectives



Learning outcomes

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

.....
shared experiences of reaching the teaching objectives or what help they need in reaching them

.....
reviewed the lesson observation guidelines from the first training

.....
looked at the teacher competencies assessment and described how it will be used during the next month



Materials

Flip chart or chalkboard, markers

.....
Handout 7:
Lesson observation guidelines
(one for each participant)

.....
Handout 8:
Teacher competencies assessment
(one for each participant)

Session 5

3—4pm

Reaching our teaching objectives

activity 01

activity 02

Time
20 minutes

Sharing experiences summary

Remind the participants that in Session 1 today each group was given two teaching objectives. They shared their experiences of reaching one objective in the classroom in the past month or what help they need in reaching one objective.

Tell the participants that they will now share with the class their group's discussions about the teaching objectives.

Each group leader will present the key points of their group discussion. Each leader will have three to four minutes to share. You will be the timekeeper. After each group's turn, ask probing questions if needed.

Time
10 minutes

Reviewing the lesson observation guidelines

Show a copy of [Handout 7: Lesson observation guidelines](#) and remind the participants that they were given a copy in the first training. They used the guidelines when they visited a Tsangaya class after the first week of training.

Ask, 'What were the seven areas in the guidelines that you looked for on your visit?' Remind them that these all have to do with child-centred methods.

Give them clues if necessary, for example:

one area is the opposite of answering (questioning)

one is about how the teacher uses the classroom (classroom environment)

one has to do with how the teacher deals with the pupils (classroom management)

one area has a word in it that rhymes with 'names' (learning games and activities)

one area has to do with children doing things together (group work)

one area includes things the pupils use and read (materials)

one looks at how many minutes the teacher talks and how many minutes the pupils talk (presentation).

Give each participant Handout 7: Lesson observation guidelines. Ask them to look through it for a few minutes and ask questions of each other in their groups.

activity 03

Time
30 minutes

Teacher assessment

Explain that the guidelines were used to create a teacher assessment for the support teachers to assess the participants. Since most of them have been teaching for over six months, it is time to assess their progress.

Give each participant [Handout 8: Teacher competencies assessment](#).

Describe how the assessment:

reviews the activities that a teacher needs to do before, during and after a lesson

uses band descriptors with minimum and maximum levels

will be filled out by their support teachers, who will meet with each of them at the next training to share how they are doing.

Explain how the first competency statement would be filled out. Show that they would only get one check for each statement.

Give the participants 15 minutes to look through the handout, either in groups or in pairs. Tell them to ask each other any questions that they may have. Move around the room, helping where necessary.

Bring the whole class together. Ask for any clarifying questions and their suggestions for improvement. Ask questions to check their understanding, especially to those who have not asked any questions.

Summary

Explain that they as teachers are the key to the success of this programme. The programme leaders want to help them continually improve so that the pupils' achievement is high.

The assessment helps the support teachers:

assess whether each teacher has the necessary abilities for this work

find out how to better meet their needs.

If the support teachers assess that a teacher is responsible, trying to change, and responding to suggestions and expectations, then they are committed to helping them learn more and meet the needs that they have.

Wrap- up 4— 4.15pm



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 8

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 08



Day 1

Session 1:
9.30—10.30am
Reconnecting/
Sharing experiences

Session 2:
10.30—11.30am
Teaching Hausa

Tea break
11.30—12pm

Session 3:
12—1pm
Teaching English

Lunch
1—2pm

Session 4:
2—3pm
Teaching Maths

Session 5:
3—4pm
Reaching our
teaching objectives

Wrap up
4—4.15pm



Day 2

Session 1:
9.30—10.30am
Preparing Hausa
reading activity

Session 2:
10.30—11.30am
Teaching English

Tea break
11.30—12pm

Session 3:
12—1pm
Teaching Maths

Lunch
1—2pm

Session 4:
2—3pm
Making materials

Wrap up
3—3.15pm



Day 3

Session 1:
9.30—10.30am
Presenting Hausa
reading activity

Session 2:
10.30—11.30am
Teaching English

Tea break
11.30—12pm

Session 3:
12—1pm
Teaching Maths

Lunch
1—2pm

Session 4:
2—3pm
Sharing activities

Wrap up
3—3.15pm

chart

02

Our teaching Objectives

Quality teachers plan and lead lessons so that the pupils learn the curriculum content and:

- Enjoy learning
- Learn useful things
- Talk openly and express themselves freely
- Learn with others
- Read for enjoyment
- Learn how to solve problems
- Discover information for themselves
- Research topics on their own
- Are creative
- Think for themselves

chart handout

03 01

Hankaka mai hikima

Wani hankaka ne yana jin Kirshirwa yana neman inda zai sha ruwa. Sai ya hangi wani tulu. Ya ya kasa kasa ya sanka a bakin tulun, ya leka ya ga akwai ruwa a ciki.

Kash! Yawan rowan rabin tulu ne, bakinsa ba zai sha ba.

Yana nan bakin tulu, yana tunani. Ga kirshirwa yana ji, ga ruwa yana gain, amma ba halin ya sha. Yaya ke nan?

Ga yadda ya yi. Sai ya je yana tsino duwatsu yana jefawa cikin tulun. Da haka ruwa ya rika yiwo sama har ya kai yadda bakin hankaku zai isa ya sha. Sai ya sha iyakar shansa ya yi godiya ya tashi.

chart

04

Fill in the gaps

Cike gurabe da Kalmomin da suka dace.

- ① Hankaka _____ ne.
- ② Ruwa _____ ake.
- ③ Ana zuba ruwa a _____.
- ④ Hankaka yana jin _____.
- ⑤ Hankaka ya sha ruwa sai
yayi _____.

sha

tsunsu

tulu

godiya

kishirwa

duwatsu

Reading activities

Odd man out

Unscramble the sentences

Role play

True or false comprehension

True or false statements

handout

02

Reading activity 1: Odd man out

Preparing

- * Make five sets of words from the story, each set with four words. Three words in each set should be similar, for example: same number of syllables, same endings, same vowel sounds, similar meanings. One word in each set should be different (the 'odd man out').
- * Make a chart and number each set. Mix up the similar words and the 'odd man out' in each set.

Teaching

- * Show the chart. Ask for a volunteer to read set 1. Ask which is the 'odd man out' and why. Check for agreement.
- * Ask the class to decide in their groups which are the 'odd men out' in sets 2 to 5.
- * Go through each set in turn, asking one group to say the 'odd man out'. Check for agreement.

handout

03

Unscramble the sentences

Preparing

- * Choose five sentences from the story. Write the words of each sentence on a separate piece of card.
- * Put the word cards from each sentence in a separate envelope. Each group will need a set of word cards for sentences 1 to 5.

Teaching

- * Give out the sets of word cards. Ask the groups to put sentence 1 in the correct order. Ask for their answers and check for agreement.
- * Tell the groups to do sentences 2 to 5.
- * Ask each group to tape a different sentence on the flip chart or wall.
- * Ask each group to read their sentence. Check for agreement.

Role play

Preparing

- * Plan a one-to two-minute role play. Decide if the role play will be of the whole story or part of the story.
- * Decide who will play each part. Everyone should have a part.
- * Decide what materials you need. Collect or make them.
- * Write your plan. Then practise the role play and make any necessary changes.

Teaching

- * Explain that each group will do a one-to two-minute role play. Tell them what the role play is about.
- * Ask the groups to decide who will play each part. Show them the materials.
- * Give them time to practise.
- * Have as many groups as possible show their role play to the class.

handout

05

True or false comprehension

Preparing

- * Make a question chart with five open questions about the story. Draw a box for the answer next to each question.
- * Make ten answer cards, five correct and five incorrect. Each answer should be a word or phrase. Each group will need a set of answer cards.

Teaching

- * Show the chart, and have volunteers read the questions.
- * Give out the answer cards, and have volunteers read them.
- * Ask the class to decide in their groups which cards go in which boxes.
- * Ask each group in turn to tape an answer in one of the boxes. Check for agreement.

handout

06

True or false statements

Preparing

- * Write five statements based on the story, some true and some false.
- * Write the statements on a chart. Mix up the true and false statements.

Teaching

- * Show the chart. Explain that some of the statements are true and some are false.
- * Ask for volunteers to read each statement in turn.
- * Ask the class to decide in groups which statements are true and which are false.
- * Go through each statement in turn. Ask for volunteers to say if the statement is true or false. Check for agreement.

Hausa reading activity

With your group:

- ① Write the instructions and make the materials for the reading activity that you are given. Decide how to divide up the work between the group members.
- ② Practise a two - to four - minute explanation of the activity. Make the explanation lively.

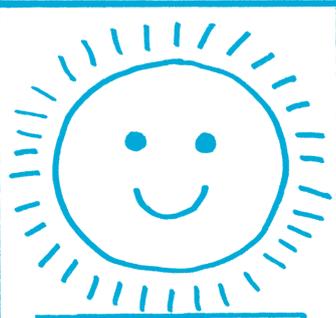
materials

01

Note to facilitators
Make sets of CVC word cards and sets of matching object cards. Use these examples, or make your own. Put a dot on the back of each object card. Leave the back of the word cards blank.

CVC object and word cards

bin



sun

mop



cup



leg



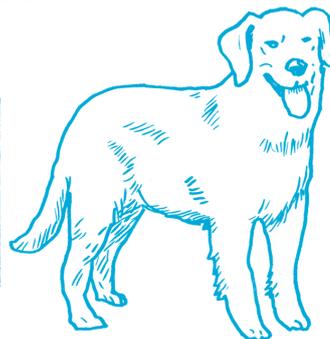
bed



bag



dog



Fill in the gaps

The basic operations in Maths are adding, subtracting, (1) _____ and dividing numbers.

When we memorise the basic facts of addition (from $0 + 0 = 0$ to $9 + 9 = 18$), we can add and (2) _____ more quickly. We don't have to (3) _____ about the answer, we just (4) _____ it.

Maths is (5) _____ for pupils who memorise the addition facts. The same is true for multiplication. But to memorise the $+$ or \times facts, pupils need to practise (6) _____ day.

If pupils (7) _____ while saying the sentences, they will remember them more easily. One way to practise the \times facts every day is to (8) _____.

handout

07

Lesson observation guidelines 1

Groupwork

1
Did the teacher use group work in this lesson?

2
How many pupils were in each group?

3
Did everyone have a chance to participate in the group work?

4
Did the teacher give clear instructions?

5
Did the teacher check if the pupils were clear about the activity before they started?

6
Did everyone know how much time they had to complete the activity?

7
Did the teacher give enough time for the groups to finish the activity?

8
Did the teacher give a warning that the activity was coming to an end?

9
Was the teacher's feedback to the pupils useful and/or constructive or destructive?

10
Did the group leaders speak to the rest of the class?

11
How did the teacher monitor the group work?

Questioning

1
Did the teacher ask questions in the lesson?

2
What type of questions did the teacher use? (open/closed)

3
Did the teacher always ask questions to the whole class?

4
Did the teacher ask for volunteers to answer the questions?

5
Did the teacher choose pupils to answer the questions?

handout

07

Lesson observation guidelines 2

6 Did the pupils have time to think before they answered the questions?	Learning games and activities	Writing about what the teacher shared
	1 Did the teacher use learning activities in this lesson?	Conducting a survey
		Using a textbook
		Graphs, charts, discussing findings
7 Did the teacher give praise when the pupils attempted to answer the questions?	2 What types of activity did the teacher use? Circle the activities below that you observed, or write down a new one.	3 What teaching materials did the teacher use?
	Flash cards/card games	
	Drawing/cutting/folding	4 What learning materials did the pupils use?
	Stories, verses, poems	
	Puppets	5 Were there enough materials for all the pupils?
	Music, singing	
	Bingo	
	Making something creative	6 Did the activities encourage all the pupils to participate and learn?
	Teacher using charts	
	Solving or making puzzles	
	Movement exercises	
	Role play	7 Were the activities relevant to the pupils?
	Group discussion	
	Questioning activities	
	Solving new problems	
	Makings diagram/lists	

handout

07

Lesson observation guidelines 3

Materials	Presentation	Classroom management
1 Was the teacher's chalk-board work clear for all the pupils to see?	1 Who did the most talking in the lesson: the teacher or the pupils?	1 Could the pupils hear the teacher clearly?
2 Were the teaching/learning materials made from locally available materials?	2 How many minutes talking by the teacher?	2 How did the teacher get the pupils' attention?
3 Could the materials be used in other lessons?	2 How many minutes talking by the pupils?	3 What methods did the teacher use to control the pupils?
4 How were the materials given out?	Classroom environment	4 How did the teacher show appreciation to the pupils?
5 How were the materials collected after the activity?	1 What was displayed on the classroom walls?	5 How did the teacher mark and correct the pupils' work?
	2 How were the materials displayed?	6 Were the class ground rules/guidelines displayed?
	Was pupils' work displayed?	
		Any other comments:

handout

08

Teacher competencies assessment Kano IQTE 1

Teacher name	Before the lesson starts	3
School name	1	Ensured that pupils were sitting in such a way that they had no problems seeing the teacher and teaching aids
Assessment date	Displays appropriate teaching aids and pupil work	4
Assessors' names	1	Adjusted pupils' seating based on the lesson plan so that they were attentive and engaged
	Did not display teaching aids and/or pupil work	
	2	
	Displayed teaching aids and pupil work but not in an attractive way	
Score	3	During the lesson
Competence level	Displayed teaching aids and pupil work where it is easy to see	3
Instructions	4	Uses the Scheme of Work to create daily lesson plans with specific objectives
Tick the appropriate statement for each competency (ability). The number of the statement is the competency score. Add all the scores to find the teacher's competence level.	Used appropriate teaching aids and pupil work creatively during the lesson	1
	2	Had difficulty using the Scheme of Work to create lesson objectives
	Pupils' seating arrangements are suitable for the lesson	2
	1	Understood how to create lesson objectives with the Scheme of Work but did not create activities so that the pupils achieved them
	Did not notice whether every pupil could see the teacher and teaching aids clearly	3
	2	Created appropriate lesson objectives and created lesson activities so that the pupils seemed to learn them. Did not check for understanding
	Noticed that not every pupil could see the teacher and teaching aids but did not correct the situation	

handout

08

Teacher competencies assessment Kano IQTE 2

4
Created appropriate lesson objectives along with supportive activities, taught them well, and checked that the pupils understood them

4 Follows the Scheme of Work week to week so that the pupils stay on target academically

1
Did not use the Scheme of Work sequentially. Often repeated lessons or jumped around the sequence of topics

2
Used the Scheme of Work sequentially for some subjects but not all

3
Used the Scheme of Work sequentially in all subjects but did not assess how to advance pupils who were academically ready to

4
Used the Scheme of Work sequentially in all subjects and assessed how to advance if pupils were academically ready to

5 Starts the lesson well
1
Did not use suitable activities to get the pupils' attention at lesson introduction

2
Used an activity that did not attract all the pupils' attention

3
Used an activity that attracted the pupils' attention but was not appropriate for the lesson content

4
Used a suitable activity that attracted the pupils' attention

6 Demonstrates knowledge and ability in the lesson subject

1
Demonstrated a lack of knowledge and ability in the lesson subject

2
Had limited knowledge and ability in the lesson subject

3
Teacher's knowledge of subject needed improvement

4
Showed knowledge and ability in subject

7 Uses teaching and learning aids (textbooks, charts, concrete objects, learning games, and so on) during the lesson

1
Did not use any teaching and learning aids during the lesson

2
Used teaching and learning aids that were not suitable for the lesson

3
Used appropriate teaching and learning aids during the lesson but in an unplanned way

4
Prepared and used attractive teaching and learning aids in a planned and relevant way that encouraged all pupils to participate and learn

handout

08

Teacher competencies assessment Kano IQTE 3

.....

8
Uses group activities to provide for co-operative learning

.....

1
Did not show any intent to create an environment for co-operative learning

.....

2
Made some attempt to encourage group work and co-operative learning but did not handle it skilfully

.....

3
Encouraged group work and co-operative learning but was not connected to the lesson content

.....

4
Used appropriate group work and co-operative learning skilfully

.....

9
The lesson is suitably paced so that all pupils participate

.....

1
Pupils appeared bored and uninterested most of the time and no effort was made to help pupils participate more

.....

2
Some pupils showed signs of boredom from time to time. Little effort was made to help them participate

.....

3
When pupils showed signs of boredom, the teacher changed the pace of the lesson to motivate them though some pupils were still not engaged

.....

4
Pupils were always actively involved and showed interest. Made sure that every pupil participated in some way

.....

10
Uses pupils' mistakes or misunderstandings positively

.....

1
Ignored or didn't notice a pupil's mistake and/or misunderstanding

.....

2
Corrected a pupil's mistake and/or misunderstanding for them without any attempt to use it as a 'teachable moment'

.....

3
Had other pupils correct a pupil's mistake and/or misunderstanding by giving them the right answer

.....

4
Used questions and examples to help pupils recognise the correction themselves or to ask another pupil for help

.....

11
Uses what the pupils already know in lessons to build on their knowledge

.....

1
Did not refer back to any previous learning

.....

2
Sometimes referred back to previous learning gained in or outside classroom

.....

3
Encouraged pupils to use their previous learning gained in or outside the class

.....

4
Effectively used exercises, activities, and questions to link past and present learning gained in or outside the classroom

.....

handout

08

Teacher competencies assessment Kano IQTE 4

12
Shows how lesson objectives are connected to pupils' daily experiences

1
Did not try to link the lesson with the pupils' daily lives

2
Used some practical examples that related to the pupils' lives

3
Shared examples that related to the pupils' lives and asked them for examples of where they could apply their learning

4
Used effective practical examples that stimulated the pupils' learning

13
Uses open questions to encourage pupils to use higher level thinking capacities

1
Did not use open questions during the lesson; did almost all of the talking

2
Used a few open questions but did not allow the pupils enough time to answer; did most of the talking

3
Used open questions to encourage pupils' higher level thinking capacities but they were not always connected to lesson content

4
Used open questions about the lesson content to encourage pupils' higher level thinking capacities. Made sure that the pupils did most of the talking and that this was not restricted to a few favoured pupils

14
Uses time effectively

1
Did not start or finish lesson on time

2
Started lesson on time but does not keep to time during the lesson

3
Maintained time well but tended to be inflexible when discussions would have benefited from more time

4
Maintained time well. Made good use of learning opportunities as they arose

15
Leads a supportive classroom atmosphere with positive discipline methods

1
Used a domineering attitude and punishment or threat of punishment to control perceived misbehaviour. Did not value pupils' views

2
Tried to create a more open climate and valued a few pupils' views but allowed pupil misbehaviour to disturb the pupils' learning

3
Created a more open atmosphere where all pupils' views were encouraged; however, value was only given to some. Used some positive discipline methods but did not respond to all situations

4
Created an atmosphere where all pupils were treated as equals. Different perspectives were valued and encouraged. Used positive discipline methods and classroom rules to support self-discipline

Teacher competencies assessment Kano IQTE 5

16

Uses different teaching methods to help each pupil in the class learn

1

Showed no awareness of meeting the learning needs or problems of each pupil

2

Tried to use different teaching methods but these were not well matched to the learning needs of the pupils and lesson content.

3

Was able to match teaching methods to the learning needs or problems of the individual pupils and lesson content.

4

Used different teaching methods with confidence to adapt lesson for those pupils with unique learning needs or problems.

17

Uses his voice to support the pupils' learning

1

Used a very dominant and harsh voice

2

Used a soft voice that was unclear so the pupils found it difficult to hear

3

Used a clear voice but did not vary the tone, pitch or speed so the pupils were not interested in listening

4

Used a clear, audible voice varying in tone, pitch and speed in such a way that the pupils were interested in listening

18

Uses effective eye contact throughout the lesson

1

Did not make eye contact with the pupils during the lesson

2

Made eye contact with some of the pupils

3

Used good eye contact with all the pupils but did not respond properly when pupils looked confused

4

Always used good eye contact with all the pupils and responded positively when pupils looked confused or wanted to initiate appropriate classroom talk

19

Continually assesses the pupils' performance

1

Did not seem aware of the levels of pupil performance

2

Seemed to be aware of the pupils' performance levels but did not respond to them

3

Seemed to be aware of the pupils' performance levels and tried to respond to them by adjusting the lesson content or activities

4

Was continually monitoring the level of pupil performance and responded by taking action to improve their understanding

Teacher competencies assessment Kano IQTE 6

After the lesson

20

Accepts and uses constructive feedback from support teachers and program trainers

1

Did not accept or use feedback after support visits to identify the need for changes in teaching practice

2

Used feedback after support visits to identify the need for changes in teaching practice

3

Used feedback after support visits to make general plans to bring about changes in teaching practice

4

Used the feedback after support visits to make clear and specific action plans for changes in teaching practice

Assessment scoring:

20—30

Failed to demonstrate minimum competence

31—43

Emerging competence

44—56

Developing competence

57—69

Established competence

70—80

Advanced competence



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