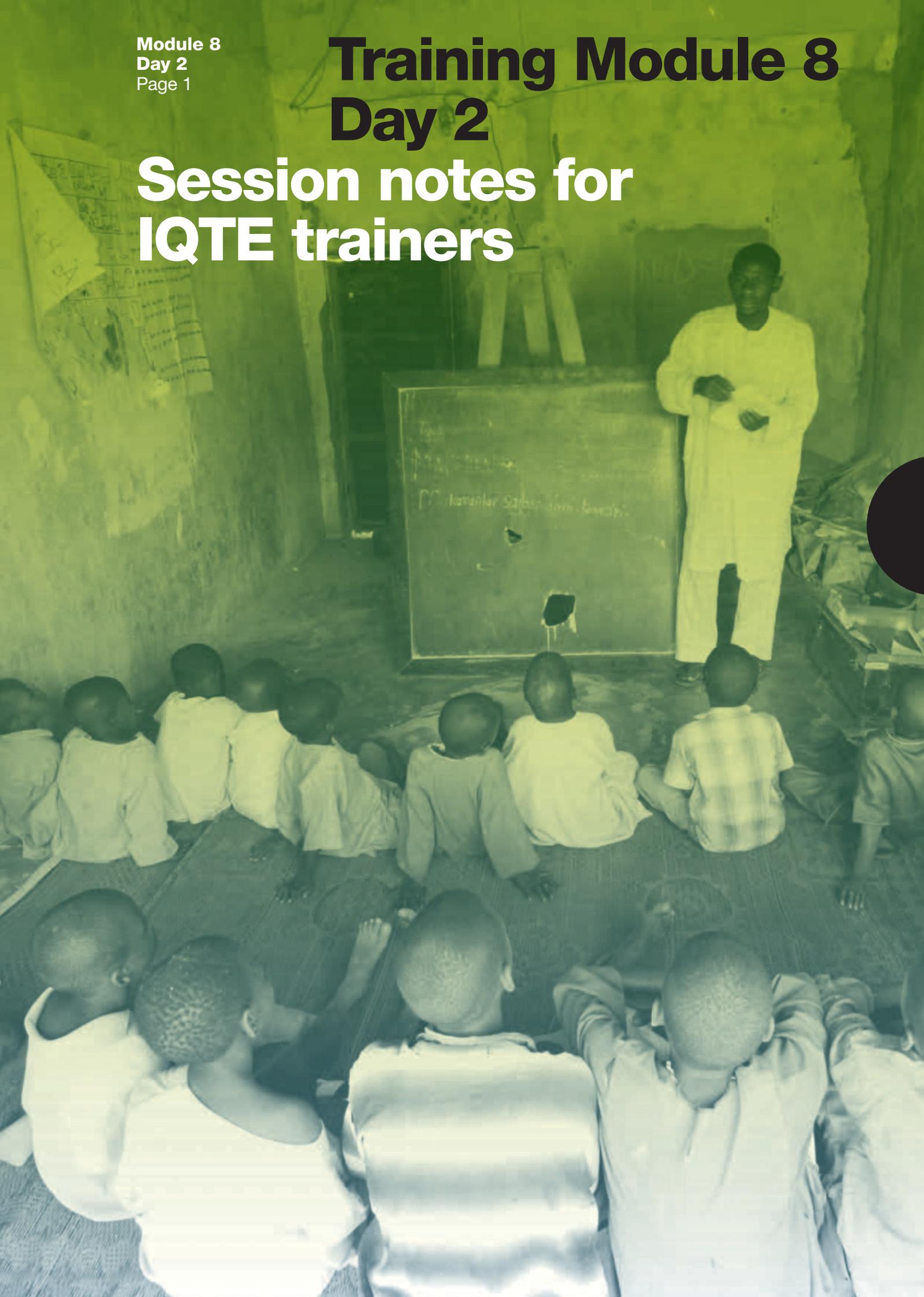


# Training Module 8 Day 2

## Session notes for IQTE trainers



# Training Module 8

## Day 2

### Session notes for IQTE trainers

Day 1	Day 2	Day 3
<b>Session 1:</b> <b>9.30—10.30am</b> Reconnecting/ Sharing experiences	<b>Session 1:</b> <b>9.30—10.30am</b> Preparing Hausa reading activity	<b>Session 1:</b> <b>9.30—10.30am</b> Presenting Hausa reading activity
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<b>Session 5:</b> <b>3—4pm</b> Reaching our teaching objectives	Wrap up 3—3.15pm	Wrap up 3—3.15pm
Wrap up 4—4.15pm		

**To collect:**

Counters: stones,  
bottle tops or leaves  
(nine for each  
participant)

<b>Session 1: Materials/Charts/ Handouts</b>	<b>Session 2: Materials/Charts/ Handouts</b>	<b>Session 3: Materials/Charts/ Handouts</b>	<b>Session 4: Materials/Charts/ Handouts</b>
Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers
Handout: Reading activities (participants' own, from Day 1)	Materials: CVC object and word cards (participants' own, from Day 1)	Slates and chalk or notebooks and pens A4 paper (one piece for each participant)	Materials: CVC object and word cards (from Day 1)
Chart: Hankaka mai hikima (from Day 1)	Tape	Chart 2: Multiplication equation products	Chart: Multiplication equation products (from Session 3)
Chart: Hausa reading activity (from Day 1)	Slates and chalk or notebooks and pens	Materials 1: Multiplication equation flash cards	Materials: Multiplication equation flash cards (from Session 3)
A4 paper and crayons	Chart 1: The 'at' house	Counters (nine for each participant)	Bingo cards (participant's own) Card, crayons, scissors

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Wrap up 4—4.15pm		

# Session 1

## 9.30—10.30am

# Preparing Hausa reading activity



### Learning outcomes

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

**created a child-centred story-based activity that extends the pupils' learning**



### Materials

Flip chart or chalkboard, markers

Handout:  
Reading activities  
(participants own, from Day 1)

Chart:  
Hankaka mai hikima  
(from Day 1)

Chart:  
Hausa reading activity  
(from Day 1)

A4 paper and crayons

# Preparing Hausa reading activity

## activity 01

**Time**  
60 minutes

### Preparing Hausa reading activity

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

Remind the participants that yesterday they did a Hausa reading session. Ask, 'What were the steps of the lesson?' (showing and discussing a drawing of the story, showing word cards from the story, teacher reading the story to the class, pupils reading the story, story-based activity)

Remind them that each group was given a story-based activity. Ask, 'What were the activities?' (Odd man out, Unscramble the sentences, Role play, True or false comprehension, True or false statements)

Tell them that today they will create their activity with their group. Ask them to take out their [Handout: Reading activities](#). Show [Chart: Hankaka mai hikima](#). Tell them that they will create their activity based on the story. They will present their activity tomorrow to the other participants as if they are the pupils.

Show [Chart: Hausa reading activity](#) for them to refer to. Point out the materials that they can use. Remind them to make their materials with the greatest skill and neatness.

Have at least one support teacher sitting with each group, helping especially with activity ideas. Move around the room while they are working, checking on their work and giving support and positive feedback.



# Training Module 8

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Wrap up 4—4.15pm		

# Session 2

10.30—11.30am

## Teaching English



### Learning outcomes

By the end of this session, the participants will:

**be able to identify some activities for English Scheme of Work objectives for Year 1 Term 2**

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

**be able to identify why the activities help children learn higher thinking skills**



### Materials

Flip chart or chalkboard, markers

Materials:  
CVC object and word cards  
(participants' own, from Day 1)

Tape

Slates and chalk or notebooks and pens

Chart 1:  
The 'at' house

# Session 2

## 10.30—11.30am

# Teaching English

## activity 01

## activity 02

**Time**  
20 minutes

### Sharing English activities for Term 2 objectives

Ask, 'Who would like to show or tell us about an English activity for the Term 2 objectives that they have done with their pupils?'

Tell them that you will give each person five minutes to lead or describe the activity. There is only time for three volunteers during this session, but there will be time tomorrow for more volunteers.

After each participant's turn, the co-facilitator writes a description of the activity on the flip chart or chalkboard for the participants to write down.

**Time**  
10 minutes

### 'Salisu says'

Ask, 'What activity did we do yesterday that helps children practise prepositions?' ('Salisu says')

Tell them that today they will have the opportunity to lead the game. Divide the class into two groups and have one group go outside with the co-facilitator.

Ask a volunteer to explain how to lead 'Salisu says', giving instructions with prepositions. Then ask a volunteer to lead the game.

Tell the volunteer to give the group instructions for where to put their hands, for example:

under your chin

in front of your eyes

behind your back

near your ear

far from your nose

next to your shoulder

on top of your head

by your mouth.

### Summary

Ask, 'What are the possible difficulties with this game?' (There are a lot English words to say and understand; pupils may not want to follow the rules; the teacher may have to keep showing the pupils what to do.)

# activity

## 03

**Time**  
15 minutes

### Object/word matching game

Bring the whole class together. Tell them that they will play a matching game with the CVC object and word cards that they made yesterday. First you will demonstrate. Follow these steps:

Shuffle the [CVC object and word cards](#).

Put the cards face down in a grid pattern, or tape the cards on to flip chart paper so that everyone can see.

Tell the participants that the object cards have dots on the back and the word cards are blank.

Ask for two volunteers. Tell the first volunteer to turn over one dot card and one blank card. The volunteer reads the word card and identifies the object card.

If there is an object-word match, the player keeps the cards. If not, they turn the cards over in the same place. The second volunteer takes their turn in the same way.

Continue with more participants coming up to turn over cards. The player with the most cards at the end of the game wins.

Explain that they will now play the game in their groups. Ask the group leaders to take out the [CVC object and word cards](#) that they made in yesterday's session. The groups now play the game on the tables or floor. Move around the room helping, where necessary.

### Summary

Bring the whole class together. Ask, 'What is the objective of this game?' (for pupils to read the words aloud and say what the objects are)

Ask, 'Are there any other ways that you can use these cards?' (Possible answers are: in English, identifying objects; vocabulary building; identifying colours. In Maths, identifying number of legs on a bed, legs of a dog, and so on.)

# activity 04

**Time**  
15 minutes

## CVC activities with 'word families'

Tell the participants that they will do an activity for teaching CVC 'word families'. They did a similar activity with Hausa words in Module 5, and it works well for English too.

Explain that they will participate as if they were the pupils.

Follow these steps for the first 'word family':

Tell the participants, 'Words have families who live together. These "word families" all have the same ending or "last name" like our own families do. When you read the words of a word family, they all rhyme because they have the same "last name".'

Show [Chart 1: The 'at' house](#).

Point out the two examples of its family members: 'cat' and 'mat'. Stress that the words rhyme and that they have the same 'last name': '-at'.

Give an example of two words that don't rhyme: for example, 'cat' and 'cap'. Ask why the words don't rhyme.

Ask volunteers for other words that rhyme with 'cat' and 'mat' and write the words in the house on Chart 1.

Ask the participants to write the 'at' house word family in their notebooks or on to their slates.

Ask the participants to choose a few more word families to practise.

Some examples are:  
-ad, -an, -ap, -et, -ed,  
-en, -it, -id, -in, -op, -od,  
-ot, -ub, -ut, -ug, -un.

## Summary

Ask, 'What does this activity help the pupils to learn?' (patterns of CVC word families, sounding out words when reading and writing)



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# Session 3

## 12—1pm

# Teaching Maths



### Learning outcomes

By the end of this session, the participants will:

**be able to identify the importance of repetition when learning basic Maths facts**

**have participated in activities for helping pupils to memorise multiplication facts and practise basic computations**



### Materials

Flip chart or chalkboard, markers

Slates and chalk or notebooks and pens

A4 paper (one piece for each participant)

Chart 2: Multiplication equation products

Materials 1: Multiplication equation flash cards

Counters (nine for each participant)

# Teaching Maths

## activity 01

**Time**  
15 minutes

### Function fun activity

Explain that in this session they will do some activities to help their pupils to memorise multiplication facts and practise basic computations.

They will start by playing 'function fun'. Follow these steps:

Write '+3' at the top of the flip chart or chalkboard. Tell the participants to do the same at the top of their paper or slate.

Say a number, for example '2'. Tell them to add 3 to that number in their head and write the answer like this:

$$\begin{array}{r} + 3 \\ 2 \end{array}$$

Say another five to six numbers, one by one. Ask the participants to add these numbers to 3, writing the answers in a vertical line. For example, if you say the numbers 2, 5, 0, 8, 10, the vertical line will look like this:

$$\begin{array}{r} + 3 \\ 2 \\ 5 \\ 0 \\ 8 \\ 10 \\ 11 \\ 13 \end{array}$$

Check their answers after each number, or wait until the end and ask a volunteer to read all the answers.

You can vary the activity by: using subtraction, multiplication and division equations; increasing the speed of the dictation; asking a volunteer to give the function.

### Summary

Ask, 'What is the objective of this activity?' (to help pupils to practise and memorise basic Maths facts, and to increase the speed with which pupils can recall the facts)

Point out that 'function fun' can be used to practise basic addition, subtraction, multiplication and division.

Ask, 'Why do we practise the basic facts with the pupils every day?' (so that they can remember the facts easily and use these basic computation skills for more difficult Maths problems.)

Then ask, 'Why do we practise the basic facts in different ways?' (Children enjoy games, and new ways of doing things leads to enjoyment in learning.)

# activity

## 02

**Time**  
20 minutes

### **Reviewing clapping activity for multiplication tables**

Remind the participants that yesterday they did a clapping activity to help pupils to memorise their multiplication tables.

.....  
Ask them all to stand and form a circle. Ask volunteers to lead the others in the different clapping patterns for the 2 times, 3 times and 4 times tables. Do each pattern two or three times.

.....  
Ask two participants to give positive feedback on what went well and one participant to give one idea for improvement.

### **Summary**

Ask the participants to sit down. Tell them to start thinking of ideas for another clapping pattern that they could do for the 3 times, 4 times, or 5 times, tables. Tell them that they will work together on Day 3 to create a new pattern.

# activity

## 03

**Time**  
25 minutes

### Multiplication bingo

Explain that they will now play a game of multiplication bingo. They will participate as pupils.

Give each participant a piece of [A4 paper](#) and tell them to divide the paper into nine rectangles to make a bingo card.

Show [Chart 2: Multiplication table products](#). Tell them that these are products of multiplication table equations that you will use in the game.

Ask them to choose nine of the products to write on their bingo card, one product in each box and in any order they want.

Give each participant nine [counters](#). Shuffle the cards from [Materials 1: multiplication equation flash cards](#). Pick the top card and say the equation (but not the answer).

Tell the participants to solve the problem in their heads and check their bingo card to see if they have that answer. If they have the answer, they place a counter in the correct box.

The first player to have three correct answers in a line vertically, horizontally, or diagonally calls out 'Bingo!'

### Summary

Ask, 'How does this game help pupils?' (It helps them to memorise basic multiplication facts and increases recall speed.)

Explain that they can use the game with their pupils when they have introduced at least two of the multiplication tables. In this game they practised the 2 to 5 times tables but they can play the game to practise any of the multiplication tables. The game works well as a whole class or small group activity.

Tell the participants that this activity can also be used to practise addition, subtraction, and division facts. Ask, 'How can the game be used in other ways in Maths and in other subjects?' (In Maths, with geometrical shapes and fraction. In Hausa and English, with letters, syllables, words, objects.)



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Wrap up 4—4.15pm		

# Session 4

2—3pm

## Making materials



### Learning outcomes

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

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



### Materials

Flip chart or chalkboard, markers

Materials:  
CVC object and word cards (from Day 1)

Chart:  
Multiplication equation products (from Session 3)

Materials:  
Multiplication equation flash cards (from Session 3)

Bingo cards (participant's own)

Card, crayons, scissors

# Making materials

## activity 01

**Time**  
60 minutes

### Making materials

Tell the participants that in this session they will make the following teaching materials, and write them on the flip chart or chalkboard:

.....  
CVC object and word cards

.....  
Multiplication equation products chart

.....  
Multiplication equation flash cards

.....  
Bingo cards

.....  
Show the materials that you have made.

.....  
Move around the room while they are working, checking for quality and giving support and positive feedback.

# 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 2

### Charts/handouts

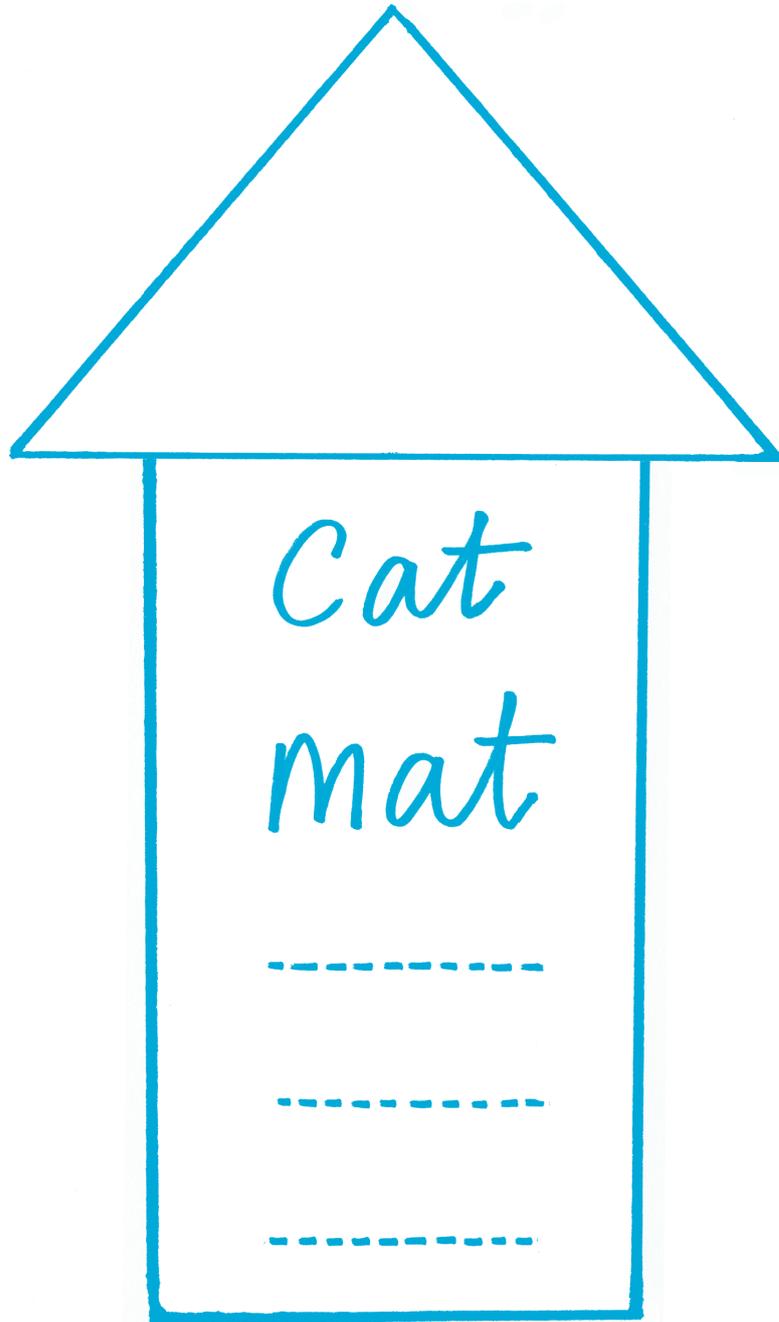
The charts, handouts and other materials needed for each day are illustrated here.

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

# chart

## 01

The 'at' house



# chart

## 02

### Multiplication table products

20	12	25
6	16	24
15	9	22
8	30	21
27	10	4
	14	

# materials

## 01

**Note to facilitators**  
Write each multiplication  
table equation below  
on a separate card or piece  
of paper.

### Multiplication Equation Flash Cards

$$3 \times 5 = (15)$$

$$10 \times 2 = (20)$$

$$4 \times 2 = (8)$$

$$7 \times 2 = (14)$$

$$2 \times 3 = (6)$$

$$4 \times 3 = (12)$$

$$4 \times 4 = (16)$$

$$4 \times 5 = (20)$$

$$7 \times 3 = (21)$$

$$5 \times 5 = (25)$$

$$6 \times 5 = (30)$$

$$9 \times 3 = (27)$$

$$3 \times 3 = (9)$$

$$11 \times 2 = (22)$$

$$12 \times 2 = (24)$$

$$2 \times 2 = (4)$$

$$2 \times 5 = (10)$$

$$8 \times 2 = (16)$$

**esspin**

Education Sector  
Support Programme  
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