

Module 1a learning cards: Telephone learning conversations



Numeracy		Module 1a – Who am I?	
Groups	<p>Most girls (all girls) <i>These are middle attaining girls, and maybe the biggest group in a hub</i></p>	<p>Adaptation of the task for lower attaining girls (some girls) <i>Some girls may need the task to be made simpler or support offered</i></p>	<p>Extension for higher attaining girls (some girls) <i>Some girls who may be able to move beyond the original task</i></p>
Week 1	Unit 1 My Story		
Reminder of previous telephone call	This is the first call. Welcome the girl, make sure has everything she needs. Ask if she has any questions.	This is the first call. Welcome the girl, make sure has everything she needs. Ask if she has any questions.	This is the first call. Welcome the girl, make sure has everything she needs. Ask if she has any questions.
Share learning objective/s	<ul style="list-style-type: none"> Count and order numbers within 10 Connect words, symbols and quantities. 	<ul style="list-style-type: none"> Count and order numbers within 10 Connect words, symbols and quantities. 	<ul style="list-style-type: none"> Count and order numbers within 20 Connect words, symbols and quantities.
Shared activity	<p>Sing a known counting song together. Say: Let's count. One. Put up your thumb on one hand. Two, put up your first finger. Three .. and so on to 10. Count down to 0 together 10, 9, 8 etc to 0.</p>	<p>Sing a known counting song together. Say: Let's count. One. Put up your thumb on one hand. Two, put up your first finger. Three .. and so on to 10. Countdown from 10 to 0 together. Say: Repeat each number after me.</p>	<p>Count together to 10 and back to 0. Take turns to say numbers to 10 and back. If girl is confident extend to 20.</p>
Learner Workbook	P3 Look at the number line together. Ask the girl to count to 10 and back, pointing to the next number as she counts. Ask: <i>what is the number after 5, what is the number before 7, what is 1 more than 2, what is 1 less than 8?</i>	P3 Look at the number line together. Ask the girl to count to 10 and back, pointing to the next number as she counts. Ask: <i>what is the number after 5, what is the number before 7, after 3, before 9?</i>	P3 Ask the girl to count to 10 and back, pointing to the numbers on the number line as she counts. If she is confident extend to 20. Ask what is one more, one less than different numbers.
Home activity	P3, p84 Ask the girl to make 2 sets of 0-9 cards (each about 4cm x 3cm) from paper or card & find 30 small counting objects (stones, buttons etc). Ask her to mix the cards then put them in order, using the number line to help, put the right number of counters on each number. She can check she has got it right by comparing with p84.	P3, p84 Ask the girl to make 2 sets of 0-9 cards (each about 4cm x 3cm) from paper or card & find 30 small counting objects (stones, buttons etc). Ask her to mix the cards then put them in order, using the number line to help, put the right number of counters on each number. She can check she has got it right by comparing with p84.	P3, p84 Ask the girl to make 2 sets of 0-9 cards (each about 4cm x 3cm) from paper or card & find 30 small counting objects (stones, buttons, etc). Ask her to mix the cards then put them in order, using the number line to help, put the right number of counters on each number. She can check she has got it right by comparing with p84.
Small group learning	As telephone learning – check each other	As telephone learning - check each other	As telephone learning - check each other
Door to door learning	As telephone learning	As telephone learning	As telephone learning

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Literacy/ Learning English	Module 1a – Who am I?		
Groups	Most girls (all girls) <i>These are middle attaining girls, and maybe the biggest group in a hub.</i>	Adaptation of the task for lower attaining girls (some girls) <i>Some girls may need the task to be made simpler or support offered.</i>	Extension for higher attaining girls (some girls) <i>Some girls who may be able to move beyond the original task.</i>
Week 2	Unit 1: My story		
Greetings / introductions	Introduce yourself to the girl, and get her to introduce herself to you. If possible, find out some background information about how much previous knowledge she has of reading and English.	Introduce yourself to the girl, and get her to introduce herself to you. If possible, find out some background information about how much previous knowledge she has of reading and English.	Introduce yourself to the girl, and get her to introduce herself to you. If possible, find out some background information about how much previous knowledge she has of reading and English.
Share learning objective/s	<ul style="list-style-type: none"> To practise letter-writing skills To be able to respond to a story and ask key questions 	<ul style="list-style-type: none"> To practise letter-writing skills To be able to respond to a story and ask key questions 	<ul style="list-style-type: none"> To practise letter-writing skills To be able to respond to a story and ask key questions
Shared activity (Session guide pgs.)	Session Guides, Literacy activity 1.2: The unit story - Session Guide (SG) page 9, Learner's Workbook (LWB) page 3. You will need to adapt this activity. Ask the girl to tell you what she can see in the picture on LWB page 3. <i>What are the girls' names? How old do they look?</i> Choose the English, Shona, Ndebele or Kalanga version of the story, depending on which you think will work best. Read the story aloud, if possible with the girl following on the page in her book. Ask the girl to match the questions and answers in LWB Part C. If the girl struggles to answer, instead ask her to tell you as much as she can about each girl in the story. Finally, invite her to ask you one or more questions about the story.	Session Guides, Literacy activity 1.2: The unit story - Session Guide (SG) page 9, Learner's Workbook (LWB) page 3. You will need to adapt this activity. Ask the girl to tell you what she can see in the picture on LWB page 3. <i>What are the girls' names? How old do they look?</i> Choose the English, Shona, Ndebele or Kalanga version of the story, depending on which you think will work best. Read the story aloud slowly and clearly, if possible with the girl following on the page in her book. Ask the girl to tell you as much as she can about each girl in the story. Finally, invite her to ask you one or more questions about the story.	Session Guides, Literacy activity 1.2: The unit story - Session Guide (SG) page 9, Learner's Workbook (LWB) page 3. You will need to adapt this activity. Ask the girl to tell you what she can see in the picture on LWB page 3. <i>What are the girls' names? How old do they look?</i> Choose the English, Shona, Ndebele or Kalanga version of the story, depending on which you think will work best. Read the story aloud, if possible with the girl following on the page in her book. Ask the girl to match the questions and answers in LWB Part C (perhaps ask them first in English and then translate them). Finally, invite her to ask you more questions about the story.
Learner Workbook	Ask the girl to look at LWB Part D. Explain that she should trace over the dotted lines, and this will help her with writing letters.	Ask the girl to look at LWB Part D. Explain that she should trace over the dotted lines, and this will help her with writing letters.	Ask the girl to look at LWB Part D. Explain that she should trace over the dotted lines, and this will help her with writing letters. Acknowledge that this may be very easy for her.
Home activity	Complete LWB Part D. Try to read the story in Unit 2 before the next session.	Complete LWB Part D. Try to read the story in Unit 2 before the next session.	Complete LWB Part D. Try to read the story in Unit 2 before the next session.

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Numeracy	Module 1a – Who am I?		
Week 3	Unit 4 Things I like		
Reminder of previous telephone call	Did the girl make number cards and find counters? Ask a few 'what comes before/after' questions for 0-10	Did the girl make number cards and find counters? Ask a few 'what comes before/after' questions for 0-10	Did the girl make number cards and find counters? Ask a few 'what comes before/after' questions for 0-10
Share learning objective/s	<ul style="list-style-type: none"> To count up and down within 20 To count up to 10 objects To add single digit numbers 	<ul style="list-style-type: none"> To count up and down within 20 with help To count up to 10 objects To add single digit numbers 	<ul style="list-style-type: none"> To count up and down within 20 To add single digit numbers using a number line
Shared activity	Practise counting to 20 and back. Ask the girl to point to numbers on number line (p3) to connect with written numbers. Ask what number is before/after different teen numbers (11 – 20).	Count together to 10. Ask the girl to listen as you count from 11-20. Then ask her to repeat each number after you. Now count 0-20 together, ask her to point to each number on the line as she counts (p3)	Practise counting to 20 and back. Point to numbers on number line (p3) to connect with written numbers. Ask what number is 1 less than or 1 more than different numbers 0-20
Learner Workbook	Look at the table on p 25 (B) together. Read the treatments and the days, translate into home language if necessary. Explain the table. Ask: How many box braids on Monday, Tuesday, Wednesday, etc. Say: Let's find out how many customers came in on Monday. Put three counters or stones on the 3, one on the 1, two on the 2. How many altogether? Write 6 at the bottom of the Monday column. If time allows, show how to count on along the number line on p3.	Look at the table on p 25 (B) together. Read the treatments and the days, translate into home language if necessary. Ask: How many box braids on Monday, Tuesday, Wednesday etc. Say: Let's find out how many customers came in on Monday. Put three counters or stones on the 3, one on the 1, two on the 2. How many altogether? Write 6 at the bottom of the Monday column.	Look at the table on p 25 (B) together. Read the treatments and the days, translate into home language if necessary. Ask: How many box braids on Monday, Tuesday, Wednesday etc. Say: Let's find out how many customers came in on Monday 1 st column). Say: How many box braids? Find 3 on your number line (LWB P3). How many Oil treatments? Jump on 1. What number are you on? (4) How many Weaves? Jump on another 2. What number are you one? (6). That's how many customers came in Monday. Write 6 at the bottom of the Monday column.
Home activity	P 25(A) Trace over numbers 0-20. Find how many customers came in Tuesday-Sunday.	P 25(A) Trace over numbers 0-20. Find how many customers came in Tuesday-Friday.	P 25(A) Trace over numbers 0-20. Find how many customers came in Tuesday-Sunday. Find total of each treatment for the week.
Small group learning	As above, but follow Session Guide Numeracy activity. 4.3 (p51-52)	As above, but follow Session Guide Numeracy activity 4.3 (p51-52)	As above, but follow Session Guide Numeracy activity 4.3 (p51-52)
Door to door learning	As telephone learning	As telephone learning	As telephone learning

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Literacy/Learning English	Module 1a – Who am I?		
Week 4	Unit 2: My homestead		
Reminder of previous telephone call	Ask which activities the girl completed. What did she find easy? What did she find more difficult? Does she have any questions?	Ask which activities the girl completed. What did she find easy? What did she find more difficult? Does she have any questions?	Ask which activities the girl completed. What did she find easiest? Does she have any questions? Are there other things that she'd like to learn that are related to the activities?
Share learning objective/s	<ul style="list-style-type: none"> • To identify initial letter names and sounds • To be able to blend letter sounds (s, a, t, p, i, n) to make words 	<ul style="list-style-type: none"> • To identify initial letter names and sounds • To be able to blend letter sounds (s, a, t, p, i, n) to make words 	<ul style="list-style-type: none"> • To identify initial letter names and sounds • To be able to blend letter sounds (s, a, t, p, i, n) to make words
Shared activity (Session guide pages)	<p>Session Guides, Literacy activity 2.2: The unit story - SG page 21, LWB page 9. You will need to adapt this activity. Ask the girl to tell you what she can see in the picture on LWB page 9. <i>Where are the girls? What are they doing?</i> Choose the English, Shona, Ndebele or Kalanga version of the story, depending on which you think will work best. Read the story aloud, if possible with the girl following on the page in her book. Ask the girl the questions in LWB Part C. If the girl struggles to answer, instead ask her to tell you as much as she can about the story. Finally, invite her to ask you one or more questions about the story.</p>	<p>Session Guides, Literacy activity 2.2: The unit story - SG page 21, LWB page 9. You will need to adapt this activity. Ask the girl to tell you what she can see in the picture on LWB page 9. <i>Where are the girls? What are they doing?</i> Choose the English, Shona, Ndebele or Kalanga version of the story, depending on which you think will work best. Read the story aloud, if possible with the girl following on the page in her book. Ask the girl to tell you as much as she can about the story. Finally, invite her to ask you one or more questions about the story.</p>	<p>Session Guides, Literacy activity 2.2: The unit story - SG page 21, LWB page 9. You will need to adapt this activity. Ask the girl to tell you what she can see in the picture on LWB page 9. <i>Where are the girls? What are they doing?</i> Choose the English, Shona, Ndebele or Kalanga version of the story, depending on which you think will work best. Read the story aloud, if possible with the girl following on the page in her book. Ask the girl the questions in LWB Part C. Finally, invite her to ask you more questions about the story.</p>
Learner Workbook	<p>Ask the girl to look at the six letters in Part D. Ask her to say the sound of each one (if she says the name of the letter instead, ask her to say the sound it makes). Then ask her to complete the words below the pictures. Ask her if she can say any other words from the six letters (<i>sit, sat, is, at, pan, pin, tin, ants, pants, past</i>).</p>	<p>Ask the girl to look at the six letters in Part D. Ask her to say the sound of each one (if she says the name of the letter instead, ask her to say the sound it makes). Then ask her to complete the words below the pictures. Ask her if she can say any other words from the six letters (<i>sit, sat, is, at, pan, pin, tin, ants, pants, past</i>). Give her examples if necessary, ask her to say them after you.</p>	<p>Ask the girl to look at the six letters in Part D. Ask her to say the sound of each one (if she says the name of the letter instead, ask her to say the sound it makes). Then ask her to complete the words below the pictures. Ask her if she can make and write any other words from the six letters (<i>sit, sat, is, at, pan, pin, tin, ants, pants, past</i>). Challenge her to find at least six words.</p>
Home activity	Complete LWB Parts D and E. Try to read the story in Unit 2 before the next session.	Complete LWB Parts D and E. Try to read the story in Unit 2 before the next session.	Complete LWB Parts D and E. Try to read the story in Unit 2 before the next session.

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Small group learning	You can use Literacy activity 2.2: The unit story in a form closer to the one described in the SG. You can also use Learning English activity 2.1: Letter-sound bingo (SG p.24).	You can use Literacy activity 2.2: The unit story in a form closer to the one described in the SG. You can also use Learning English activity 2.1: Letter-sound bingo (SG p.24).	You can use Literacy activity 2.2: The unit story in a form closer to the one described in the SG. You can also use Learning English activity 2.1: Letter-sound bingo (SG p.24).
Door to door learning	As for the telephone session, but with more time you could also use Learning English activity 2.1: Letter-sound bingo as a pair work activity (SG p.24).	As for the telephone session, but with more time you could also use Learning English activity 2.1: Letter-sound bingo as a pair work activity (SG p.24).	As for the telephone session, but with more time you could also use Learning English activity 2.1: Letter-sound bingo as a pair work activity (SG p.24).

Module 1a learning cards: Telephone learning conversations



Numeracy	Module 1a – Who am I?		
Week 5	Unit 5 Community celebrations		
Reminder of previous telephone call	Say: Choose a day and tell me how many customers came into the salon that day. Ask: What have you enjoyed so far?	Say: Choose a day and tell me how many customers came into the salon that day. Ask: What have you enjoyed so far?	Say: Choose a day and tell me how many customers came into the salon that day. Ask: What have you enjoyed so far?
Share learning objective/s	<ul style="list-style-type: none"> To count up to 20 printed objects To understand the value of each digit in a 2-digit number 	<ul style="list-style-type: none"> To count up to 10 printed objects To understand the value of each digit in a 2-digit number 	<ul style="list-style-type: none"> To count up to 20 printed objects To understand the value of each digit in a 2-digit number To compare quantities
Shared activity	Take turns to say numbers 0-20. P38. Look at the picture. <i>How many people? How many buckets? How many hats? How many buns?</i>	Take turns to say numbers 0-10. Count together 11-20. P38. Look at the picture. <i>How many people? How many buckets? How many hats?</i>	Say a number between 0 and 20, the girl must say the number that is 1 more and 1 less. P38. Look at the picture. <i>How many people? How many buckets? How many hats? How many buns? Are there more buckets or people? How many more? Can everyone have a cake?</i>
Learner Workbook	P 84. Say: these numbers are arranged on 10-frames. A full 10-frame is 1 group of 10. Look at 12, that is: 1 group of 10 and 2 ones. That's why it's written like that. 13 is 1 group of 10 and 3 ones and so on. P 37 The first picture has 3 groups of 10 and 8 ones, so we write 3 (for the tens and 8 for the ones). We say thirty-eight.	P 84. Say: these numbers are arranged on 10-frames. A full 10-frame is 1 group of 10. Look at 12, that is: 1 group of 10 and 2 ones. That's why it's written like that. 13 is 1 group of 10 and 3 ones and so on. P 37 The first picture has 3 groups of 10 and 8 ones, so we write 3 (for the tens and 8 for the ones). We say thirty-eight.	P 84. Say: these numbers are arranged on 10-frames. A full 10-frame is 1 group of 10. Look at 12, that is: 1 group of 10 and 2 ones. That's why it's written like that. 13 is 1 group of 10 and 3 ones and so on. P 37 The first picture has 3 groups of 10 and 8 ones, so we write 3 (for the tens and 8 for the ones). We say thirty-eight.
Home activity	P37 write the numbers underneath each of the tens and ones images.	Count the people, buckets and hats again, write how many of each. P37 write the numbers underneath each of the tens and ones images on the top line.	P37 write the numbers underneath each of the tens and ones images. Choose a 2-digit number and draw ten frames like the ones in the images on p37 to show how many tens and ones in the number.
Small group learning	As above and Session Guide P61 Numeracy activity 5.2 Guided work. Count all sticks yourself with the girls watching.	As above and Session Guide P61 Numeracy activity 5.2 Guided work. Count all sticks yourself with the girls watching.	As above and Session Guide P61 Numeracy activity 5.2 Guided work. Count all sticks yourself with the girls watching.
Door to door learning	As telephone learning	As telephone learning	As telephone learning

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Literacy/Learning English	Module 1a – Who am I?		
Week 6	Unit 3: My day		
Reminder of previous telephone call	Ask which activities the girl completed. What did she find easy? What did she find more difficult? Does she have any questions?	Ask which activities the girl completed. What did she find easy? What did she find more difficult? Does she have any questions?	Ask which activities the girl completed. What did she find easiest? Does she have any questions? Are there other things that she'd like to learn that are related to the activities?
Share learning objective/s	<ul style="list-style-type: none"> • To comprehend oral text • To construct oral sentences • To read and say letter sounds and blend them together to make short words. 	<ul style="list-style-type: none"> • To comprehend oral text • To construct oral sentences • To be able to say letter sounds and blend them together to make short words. 	<ul style="list-style-type: none"> • To comprehend oral text • To construct oral sentences • To read and say letter sounds and blend them together to make short words.
Shared activity (Session guide pages)	Session Guides, Literacy activity 3.1: The unit story - SG page 33, LWB page 18. You will need to adapt this activity. Ask the girl to tell you what she can see in the picture on LWB page 18. <i>Who is the girl?</i> (Chiedza from the story in Unit 1) <i>What is she doing in the small pictures?</i> Choose the English, Shona, Ndebele or Kalanga version of the story, depending on which you think will work best. Read the story aloud, if possible with the girl following on the page in her book. Ask the girl the questions in LWB Part D (perhaps ask them first in English and then translate them). If the girl struggles to answer, ask her to tell you as much as she can about the story. Finally, invite her to ask you one or more questions about the story.	Session Guides, Literacy activity 3.1: The unit story - SG page 33, LWB page 18. You will need to adapt this activity. Ask the girl to tell you what she can see in the picture on LWB page 18. <i>Who is the girl?</i> (Chiedza from the story in Unit 1) <i>What is she doing in the small pictures?</i> Choose the English, Shona, Ndebele or Kalanga version of the story, depending on which you think will work best. Read the story aloud, if possible with the girl following on the page in her book. Ask the girl to tell you as much as she can about the story. Finally, invite her to ask you one or more questions about the story.	Session Guides, Literacy activity 3.1: The unit story - SG page 33, LWB page 18. You will need to adapt this activity. Ask the girl to tell you what she can see in the picture on LWB page 18. <i>Who is the girl?</i> (Chiedza from the story in Unit 1) <i>What is she doing in the small pictures?</i> Choose the English, Shona, Ndebele or Kalanga version of the story, depending on which you think will work best. Read the story aloud, if possible with the girl following on the page in her book. Ask the girl the questions in LWB Part D (perhaps ask them first in English and then translate them). Finally, invite her to ask you more questions about the story.
Learner Workbook	Ask the girl to look at the six letters in Part E. Ask her to say the sound of each one (if she says the name of the letter instead, ask her to say the sound it makes). Then ask her to say the complete the words below the pictures.	Ask the girl to look at the six letters in Part E. Ask her to say the sound of each one (if she says the name of the letter instead, ask her to say the sound it makes). Then ask her to say the complete the words below the pictures.	Ask the girl to look at the six letters in Part E. Ask her to say the sound of each one (if she says the name of the letter instead, ask her to say the sound it makes). Then ask her to say the complete the words below the pictures.

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	Ask her if she can say any other words from the six letters plus <i>a</i> and <i>i</i> (<i>dog, do, go, mad, dig, kid</i>).	Ask her if she can say any other words from the six letters plus <i>a</i> and <i>i</i> (<i>dog, do, go, mad, dig, kid</i>). Give her examples if necessary, ask her to say them after you.	Ask her if she can say and write any other words from the six letters plus <i>a</i> and <i>i</i> (<i>dog, do, go, mad, dig, kid</i>). Challenge her to find at least four words.
Home activity	Complete LWB Parts E and F. Try to read the story in Unit 5 before the next session.	Complete LWB Parts E and F. Try to read the story in Unit 5 before the next session.	Complete LWB Parts E and F. Try to read the story in Unit 5 before the next session.
Small group learning	You can use Literacy activity 3.2: The unit story in a form closer to the one described in the SG. You can also use a conversation activity based on Literacy activity 3.2: Our typical day (SG p.36).	You can use Literacy activity 3.2: The unit story in a form closer to the one described in the SG. You can also use a conversation activity based on Literacy activity 3.2: Our typical day (SG p.36).	You can use Literacy activity 3.2: The unit story in a form closer to the one described in the SG. You can also use a conversation activity based on Literacy activity 3.2: Our typical day (SG p.36).
Door to door learning	As for the telephone session, but with more time you could also do a one-to-one conversation activity based on Literacy activity 3.2: Our typical day (SG p.36).	As for the telephone session, but with more time you could also do a one-to-one conversation activity based on Literacy activity 3.2: Our typical day (SG p.36).	As for the telephone session, but with more time you could also do a one-to-one conversation activity based on Literacy activity 3.2: Our typical day (SG p.36).

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Numeracy	Module 1a – Who am I?		
Week 7	Unit 7 The women I look up to		
Reminder of previous telephone call	Ask: How did you get on with writing the 2-digit numbers by counting the ten frames and ones.	Ask: How did you get on with writing the 2-digit numbers by counting the ten frames and ones.	Ask: How did you get on with writing the 2-digit numbers by counting the ten frames and ones.
Share learning objective/s	<ul style="list-style-type: none"> To count to 50 in ones To double small amounts of money 	<ul style="list-style-type: none"> To count to 50 in ones To double small amounts of money 	<ul style="list-style-type: none"> To count to 50 in ones To double small amounts of money To add three numbers
Shared activity	P43 Say: This number square shows numbers 1-100. We are going to count together from 1-50. Point to each number as we say it. When you get to the end of a line, find the next number at the beginning of the next line. Count forward and back to and from 50.	P43 Say: This number square shows numbers 1-100. We are going to count together from 1-30. Point to each number as we say it. When you get to the end of a line, find the next number at the beginning of the next line. Count forward and back to and from 50.	P43 Say: This number square shows numbers 1-100. We are going to count together from 1-50. Point to each number as we say it. When you get to the end of a line, find the next number at the beginning of the next line. Count forward and back to and from 50.
Learner Workbook	P51. Read the names beside the pictures, ask the girl to tell you the name in her home language. Say: These are prices of things a family might need. We are buying for 2 families, so need to double the amount of money we pay for each item. Double means the same amount again. Let's look at milk. 1 litre of milk is \$2. Get 2 counters for \$2. To double 2, get another 2 counters. How many counters now? Double 2 = 4. I pay \$4 for double the amount of milk. Ask girl to choose another price to double.	P51. Read the names beside the pictures, ask the girl to tell you the name in her home language. Say: These are prices of things a family might need. We are buying for 2 families, so need to double the amount of money we pay for each item. Double means the same amount again. Let's look at milk. 1 litre of milk is \$2. Get 2 counters for \$2. To double 2, get another 2 counters. How many counters now? Double 2 = 4. I pay \$4 for double the amount of milk. Ask girl to choose another price to double.	P51. Read the names beside the pictures, ask the girl to tell you the name in her home language. Say: These are prices of things a family might need. We are buying for 2 families, so need to double the amount of money we pay for each item. Double means the same amount again. Let's look at milk. 1 litre of milk is \$2. What is double 2? I pay \$4 for double the amount of milk. Ask girl to choose another price to double.
Home activity	P51. Double the prices of all items. Practise doubling things at home, number of goats, chickens, eggs, for example.	P51. Double the prices of at least 6 items (the girl's choice). Practise doubling things at home, number of goats, chickens, eggs, for example.	P51. Double the prices of all items. Choose 3 items and add the prices together. Can I buy a chicken, tomatoes and mealie meal for \$20?
Small group learning	As telephone learning.	As telephone learning.	As telephone learning.
Door to door learning	As telephone learning.	As telephone learning.	As telephone learning.

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Literacy/Learning English	Module 1a – Who am I?		
Week 8	Unit 4: Things I like Unit 5: Community celebrations		
Reminder of previous telephone call	Ask which activities the girl completed. What did she find easy? What did she find more difficult? Does she have any questions?	Ask which activities the girl completed. What did she find easy? What did she find more difficult? Does she have any questions?	Ask which activities the girl completed. What did she find easiest? Does she have any questions? Are there other things that she'd like to learn that are related to the activities?
Share learning objective/s	<ul style="list-style-type: none"> • To match some basic words with 'tricky' spellings • To blend letter sounds to make words • To practise writing skills 	<ul style="list-style-type: none"> • To match some basic words with 'tricky' spellings • To blend letter sounds to make words • To practise writing skills 	<ul style="list-style-type: none"> • To match some basic words with 'tricky' spellings • To blend letter sounds to make words • To practise writing skills
Shared activity (Session guide pages)	Session Guides, Literacy activity 5.1: The unit story - SG page 55, LWB page 38. You will need to adapt this activity. Ask the girl to tell you what she can see in the picture on LWB page 38. What is the girl doing? What is happening behind her in the picture? Choose the English, Shona, Ndebele or Kalanga version of the story, depending on which you think will work best. Read the story aloud, if possible with the girl following on the page in her book. Ask the girl the questions in LWB Part D (perhaps ask them first in English and then translate them). If the girl struggles to answer, ask her to tell you as much as she can about the story. Finally, invite her to ask you one or more questions about the story.	Session Guides, Literacy activity 5.1: The unit story - SG page 55, LWB page 38. You will need to adapt this activity. Ask the girl to tell you what she can see in the picture on LWB page 38. What is the girl doing? What is happening behind her in the picture? Choose the English, Shona, Ndebele or Kalanga version of the story, depending on which you think will work best. Read the story aloud, if possible with the girl following on the page in her book. Ask the girl to tell you as much as she can about the story. Finally, invite her to ask you one or more questions about the story.	Session Guides, Literacy activity 5.1: The unit story - SG page 55, LWB page 38. You will need to adapt this activity. Ask the girl to tell you what she can see in the picture on LWB page 38. What is the girl doing? What is happening behind her in the picture? Choose the English, Shona, Ndebele or Kalanga version of the story, depending on which you think will work best. Read the story aloud, if possible with the girl following on the page in her book. Ask the girl the questions in LWB Part D (perhaps ask them first in English and then translate them). Finally, invite her to ask you more questions about the story.
Learner Workbook	Ask the girl to look at the English story on page 38. Say these words. After each one, ask the girl to find it in the text, and say it again: <i>there, was, some, the, you're, don't, said, when, water, they.</i>	Ask the girl to look at the English story on page 38. Say these words. After each one, ask the girl to find it in the text, and say it again: <i>there, was, some, the, said, when, they.</i>	Ask the girl to look at the English story on page 38. Say these words. After each one, ask the girl to find it in the text, and say it again: <i>there, was, some, the, you're, don't, listen, said, when, water, they, really</i>

Module 1a learning cards: Telephone learning conversations



	Ask the girl to look at the six letters in Part G of Unit 4 (p.35). Ask her to say the sound of each one (if she says the name of the letter instead, ask her to say the sound it makes). Then ask her to say the complete the words below the pictures. Repeat with the letters in Part E of Unit 5 (page 42).	Ask the girl to look at the six letters in Part G of Unit 4 (p.35). Ask her to say the sound of each one (if she says the name of the letter instead, ask her to say the sound it makes). Then ask her to say the complete the words below the pictures. Repeat with the letters in Part E of Unit 5 (page 42).	Ask the girl to look at the six letters in Part G of Unit 4 (p.35). Ask her to say the sound of each one (if she says the name of the letter instead, ask her to say the sound it makes). Then ask her to say the complete the words below the pictures. Repeat with the letters in Part E of Unit 5 (page 42).
Home activity	Complete LWB Unit 4 Parts G and H and Unit 5 Parts E and F. Try to read the story in Unit 7 before the next session.	Complete LWB Unit 4 Parts G and H and Unit 5 Parts E and F. Try to read the story in Unit 7 before the next session.	Complete LWB Unit 4 Parts G and H and Unit 5 Parts E and F. Try to read the story in Unit 7 before the next session.
Small group learning	You can use Literacy activity 5.2: The unit story in a form closer to the one described in the SG. You can also use Learning English activity 5.2: Word races (SG p.60).	You can use Literacy activity 5.2: The unit story in a form closer to the one described in the SG. You can also use Learning English activity 5.2: Word races (SG p.60).	You can use Literacy activity 5.2: The unit story in a form closer to the one described in the SG. You can also use Learning English activity 5.2: Word races (SG p.60).
Door to door learning	As for the telephone session, but with more time you could also ask the girl to find these words in the Unit 4 English story on LWB p.30: <i>your, are, does, one, want, what, you, was.</i>	As for the telephone session, but with more time you could also ask the girl to find these words in the Unit 4 English story on LWB p.30: <i>your, are, does, want, you, was.</i>	As for the telephone session, but with more time you could also ask the girl to find these words in the Unit 4 English story on LWB p.30: <i>your, are, aunt, does, one, want, what, you, was, every.</i>

Module 1a learning cards: Telephone learning conversations



Numeracy	Module 1a – Who am I?		
Week 9	Unit 9 Keeping healthy		
Reminder of previous telephone call	Ask the girl to tell you some of the prices she doubled.	Ask the girl to tell you some of the prices she doubled.	Ask the girl to tell you some of the prices she doubled.
Share learning objective/s	<ul style="list-style-type: none"> Count in tens to 50 and back. To find the difference between two 1 and 2-digit numbers 	<ul style="list-style-type: none"> Count in tens to 50 and back. To find the difference between two 1 and 2-digit numbers 	<ul style="list-style-type: none"> Count in tens to 100 and back. To find the difference between two 1 and 2-digit numbers
Shared activity	P43. Count together to 50 and back again following number square. Now count in tens from 10-50 and back. Try to do the same without the number square to help.	P43. Count together to 30 and back again following number square. Now count in tens from 10-30 and back. Try to do the same without the number square to help.	Count together from 50 to 100 and back again. Now count in tens from 10-100 and back. Use number square on P43 if needed.
Learner Workbook	P67. Explain the table (in home language if needed). Say that together you are going to find the difference between the cost to shell, roast and grind 1 bag of peanuts and just to grind. Find 4 on your number line (p3). Now make one jump to 5, one more to 6 and another one to 7. How many jumps? (3). The difference in the cost is \$3.	P67. Explain the table (in home language if needed). Say that together you are going to find the difference between the cost to shell, roast and grind 1 bag of peanuts and just to grind. Find 4 on your number line (p3). Now make one jump to 5, one more to 6 and another one to 7. How many jumps? (3). The difference in the cost is \$3.	P67. Explain the table (in home language if needed). Say that together you are going to find the difference between the cost to shell, roast and grind 1 bag of peanuts and just to grind. Find 4 on your number line (p3). Now make one jump to 5, one more to 6 and another one to 7. How many jumps? (3). The difference in the cost is \$3.
Home activity	Find the difference between the cost to shell, roast and grind and just to grind for all the other rows. Say for 4 and 5 bags, the girl will have to draw her own number line. Ask the girl to find the difference between her age and that of her brother, sister or cousin.	Find the difference between the cost to shell, roast and grind and just to grind for 1, 2 and 3 bags of peanuts. Ask the girl to find the difference between her age and that of her brother, sister or cousin.	P67. Find the difference between the cost to shell, roast and grind and to grind only for all the other rows. . Say for 4 and 5 bags, the girl will have to draw her own number line! Ask the girl to find the difference between her age and that of her brother, sister or cousin. P67. Answer questions 1-3.
Small group learning	As above. You can also play 'Bingo' (Session guide p 111)	As above. You can also play 'Bingo' (Session guide p 111)	As above. You can also play 'Bingo' (Session guide p 111)
Door to door learning	As telephone learning	As telephone learning	As telephone learning
Progress assessment	There is one assessment of learning for Numeracy at the end of Module 1a: To count, recognise, order and compare numbers. More information will be shared in Module 1a assessment training.		

Module 1a learning cards: Telephone learning conversations



Literacy/Learning English	Module 1a – Who am I?		
Week 10	Unit 7: The women I look up to		
Reminder of previous telephone call	Ask which activities the girl completed. What did she find easy? What did she find more difficult? Does she have any questions?	Ask which activities the girl completed. What did she find easy? What did she find more difficult? Does she have any questions?	Ask which activities the girl completed. What did she find easiest? Does she have any questions? Are there other things that she'd like to learn that are related to the activities?
Share learning objective/s	<ul style="list-style-type: none"> • To ask and respond to questions • To blend letter sounds to make words • To read and copy words accurately 	<ul style="list-style-type: none"> • To ask and respond to questions • To blend letter sounds to make words • To read and copy words accurately 	<ul style="list-style-type: none"> • To ask and respond to questions • To blend letter sounds to make words • To read and copy words accurately
Shared activity (Session guide pgs.)	Session Guides, Literacy activity 7.1: The unit story - SG page 79, LWB page 53. You will need to adapt this activity. Ask the girl to tell you what she can see in the picture on LWB page 38. Where are the people? What are they doing? Choose the English, Shona, Ndebele or Kalanga version of the story, depending on which you think will work best. Read the story aloud, if possible with the girl following on the page in her book. Ask the girl the ordering question in LWB Part G (perhaps read it first in English and then translate it). If the girl struggles to answer, instead ask her to tell you as much as she can about the story. Finally, invite her to ask you one or more questions about the story.	Session Guides, Literacy activity 7.1: The unit story - SG page 79, LWB page 53. You will need to adapt this activity. Ask the girl to tell you what she can see in the picture on LWB page 38. Where are the people? What are they doing? Choose the English, Shona, Ndebele or Kalanga version of the story, depending on which you think will work best. Read the story aloud, if possible with the girl following on the page in her book. Ask the girl to tell you as much as she can about the story. Finally, invite her to ask you one or more questions about the story.	Session Guides, Literacy activity 7.1: The unit story - SG page 79, LWB page 53. You will need to adapt this activity. Ask the girl to tell you what she can see in the picture on LWB page 38. Where are the people? What are they doing? Choose the English, Shona, Ndebele or Kalanga version of the story, depending on which you think will work best. Read the story aloud, if possible with the girl following on the page in her book. Ask the girl the ordering question in LWB Part G (perhaps read it first in English and then translate it). Finally, invite her to ask you more questions about the story.
Learner Workbook	Ask the girl to look at the six letters/pairs of letters in Part G of Unit 6 (p.49). Ask her to say the sound of each letter or pair of letters (if she says the names of the letters instead, ask her to say the sound the letter or letters make).	Ask the girl to look at the six letters/pairs of letters in Part G of Unit 6 (p.49). Ask her to say the sound of each letter or pair of letters (if she says the name of the letter instead, ask her to say the sound it makes). Then ask her to say the complete the words below the pictures.	Ask the girl to look at the six letters/pairs of letters in Part G of Unit 6 (p.49). Ask her to say the sound of each letter or pair of letters (if she says the name of the letter instead, ask her to say the sound it makes). Then ask her to say the complete the words below the pictures. Ask the girl to find, read and copy words from

Module 1a learning cards: Telephone learning conversations

	Then ask her to say the complete the words below the pictures. Ask the girl to find, read and copy words from the story on LWB page 53: <i>sad, phone, said, tell, good, need, bananas, just</i> .	Ask the girl to find, read and copy words from the story on LWB page 53: <i>sad, tell, good, need, bananas, just</i> .	the story on LWB page 53: <i>sad, phone, going, said, tell, good, need, bananas, then, they, just, price</i> .
Home activity	Complete LWB Unit 6 Parts F and G. Read and complete as much as you can of the LWB units that you did not use in the sessions.	Complete LWB Unit 6 Parts F and G. Read and complete as much as you can of the LWB units that you did not use in the sessions.	Complete LWB Unit 6 Parts F and G. Read and complete as much as you can of the LWB units that you did not use in the sessions.
Small group learning	You can use Literacy activity 7.2: The unit story in a form closer to the one described in the SG. You can also use Literacy activity 7.2: Responding to questions (SG p.84).	You can use Literacy activity 7.2: The unit story in a form closer to the one described in the SG. You can also use Literacy activity 7.2: Responding to questions (SG p.84).	You can use Literacy activity 7.2: The unit story in a form closer to the one described in the SG. You can also use Literacy activity 7.2: Responding to questions (SG p.84).
Door to door learning	As for the telephone session, but with more time you could also ask the girl to explore the other units that you have not covered in the sessions, and give her help and guidance to complete as much as possible on her own at home.	As for the telephone session, but with more time you could also ask the girl to explore the other units that you have not covered in the sessions, and give her help and guidance to complete as much as possible on her own at home.	As for the telephone session, but with more time you could also ask the girl to explore the other units that you have not covered in the sessions, and give her help and guidance to complete as much as possible on her own at home.
Progress assessment	There is one assessment of learning for Literacy/Learning English at the end of Module 1a: To respond to questions, say letter sounds and names and read tricky words. More information will be shared in Module 1a assessment training.		