



SAGE Module 1a

Session Guides for Community Educators



The SAGE project is a collaboration with the Ministry of Primary and Secondary Education of the Government of Zimbabwe.

This material has been funded by UK aid from the UK government.

© The Open University, April 2019

Revised edition December 2019



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Module 1a: Who am I?

What is this module about and why is it important?

This module introduces the girls to the SAGE learning programme. It welcomes them to the Learning Hub and to the different activities they will do. All girls coming to the SAGE learning programme will have different reasons for attending. The theme of this module will help the girls get to know each other and you. You will be learning alongside them.

How to use these session guides

The notes in this guide help you lead the sessions. We recommend you read them carefully before the sessions at least twice, and have them available to check during the session. Some of the literacy and numeracy activities are very similar across all ten units. Once you've learned how to do them in one session, it will be easier next time.

Modules, units and sessions

There are six SAGE modules. Modules 1a, 1b and 1c take place in Year 1. Modules 2a, 2b and 2c take place in Year 2. There is an optional third year. Each module has ten themed units connected to the module theme.

Each unit has been designed to equal four hours of learning. Each unit has two sessions of literacy and numeracy activities. Session 1 should be on one day and Session 2 on another.

Remember, do not rush through the units, as this will not support the girls' learning. If you have questions about the module materials or the units, contact your SAGE District Coordinator.

Module 1a materials

You will use these **session guides** together with the **Learner's Self-Study Workbook**. You will need a set of resources; some of which are in the girls' learning kits and some are provided in the Learning Hub. You will also need to provide local resources that you can find in your local community.

Learner's Self-Study Workbook

Each girl will have their own copy of the **Module 1a Learner's Self-Study Workbook**. You will hand out the workbooks in the first session – please do not do this during the Welcome Week. The workbook provides the girls with activities to do in the session and at home. In the first few weeks, you will need to tell the girls what self-study activities to complete after each unit. As they become more familiar with the programme, they will need less help with this.

Planning your sessions

Welcome Week

Before the SAGE learning programme begins, the Learning Hub will be open to the girls and their families. You will set up activities to engage the girls and excite them about the SAGE sessions they will be joining. The activities should support discussion and give the girls opportunity to meet and talk with each other. You have an important job to do during the Welcome Week, which is to carry out the **Initial Progress Assessment (IPA) for Literacy/Learning English and Numeracy (Appendix A)**.

Each SAGE learning activity follows a four-part cycle – **Plan, Do, Assess, Reflect**.



Your SAGE sessions: Plan, Do, Assess, Reflect

For many girls, coming to an educational centre might be difficult, particularly if they have had negative learning experiences in the past. The way you welcome them will vary depending on your circumstance, but you may have thought of things such as:

- standing outside the hub to welcome the girls inside
- learning and using the girls' names as soon as you meet them
- having a clear plan for where girls will sit on their first day
- being approachable and friendly
- having an enjoyable 'warm up' activity.

It is really important that you make the girls with disabilities feel welcome, as they have frequently been cut off from their communities.

Part of making girls feel safe and valued is supporting their hopes and ambitions for the future. One way to do this is through the type of learning activities that you create. The girls in your hub are likely to have 'failed' or been excluded from a more traditional type of

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teaching. In your Learning Hub, you can do things differently: girls can discuss their learning, and work in pairs or groups.

Learning in a SAGE Learning Hub sounds different; girls should be encouraged to contribute and be praised for their contributions by you and the other girls.

Plan, Do, Assess, Reflect: Supporting different learners

Of course, we cannot predict what every group of girls will need. We ask you to use your judgement and to change things if necessary. For example, if an activity is too difficult, go slowly, give the girls extra help, and perhaps make the activity simpler if possible. If an activity is too easy **for all the girls**, there may be a way you can make it more challenging, perhaps by bringing in some more challenging words in literacy or extending the range of digits in numeracy. If you know for certain that an activity will be much too easy **for all the girls**, you could skip it, and spend more time on more challenging parts of the session.

One way that you can support different learners is through guided work and independent work. In a **guided** learning situation, you give out a task that is heavily supported and scaffolded by you, the educator. All the girls move through the task, frequently at the same time, closely following the instructions you have given them. With **independent** work, the girls do the activity in groups. While some or all the girls are working independently, you have the opportunity to monitor and assess their work, or work more closely with a group of girls or individuals who need more support.

Plan, Do, Assess, Reflect: Assessing girls' learning

In Welcome Week, you will complete the **Initial Progress Assessment (Appendix A)**. This information tells you more about the girls in your hub and how well they are attaining in literacy/Learning English and numeracy. Throughout Module 1a you should continue assessing the girls' learning. There is an assessment activity at the end of every activity. There are also four short assessments that need to be completed by the end of Module 1a:

Literacy: **Responding to questions**

Learning English: **Saying letter sounds and names and Reading tricky words**

Numeracy: **Number sense**

You need a **Progress Book** to track each girl's learning and progress throughout the module. Your **Progress Book** should be in two parts:

- Part 1: Information about the whole group, including Initial Progress Assessment information
- Part 2: One page of notes and reflections for each girl

Module 1a training will provide you with more information and show you examples. If you have questions, talk to your SAGE District Coordinator.

Plan, Do, Assess, Reflect: Reflecting on your sessions

As a community educator, when you are planning your activities, you will be thinking: '*What do I want the girls to learn and how can I achieve this?*' After each activity or session, you

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should reflect on whether the girls learned what you wanted them to. Reflection is a key tool in your role as a community educator.

Try to make time at the end of each session to think about what worked well or what did not. You can use these questions to help:

- *Which activities worked well? Why do I think they were successful?*
- *Which activities did not work as well as I planned? Why? What can I do to improve this next time?*
- *Did I have all the materials I needed? What else would have been useful?*
- *Which girls worked/participated well? Why?*
- *Which girls found the activities difficult? What can I do to help them?*
- *What do I need to remember next time I plan a similar session?*

You can also take pictures with **your phone** about how you presented information on the board, on a display you prepared, or on a group of girls working together. This will help you later, when you share your experiences with colleagues.

Icebreakers and energisers

SAGE is a participatory approach to teaching and learning, so don't forget to keep the girls active. Suggestions for icebreakers and energisers have been shared with you to keep the girls motivated. (One has been included at the start of Unit 1 to help the girls get to know each other.) Choose one icebreaker and one energiser for every session – or use your own favourites. Music and dancing are always motivational.

Resources you need

Resource provided in the Hub	Resources to find	Resources to make
Paper	Pegs/safety pins	Number line
Card paper	Ball	Bead string
Pens	Counters/pebbles	Flash cards
String	Egg box with 10 spaces	Number cards
Beads	50 small sticks	Large cardboard disc
Chalkboard	Wool or elastic bands	Small cardboard disc
Flipchart	Bottle tops	Ten frames
Markers	Ten drinks bottles with lids	10 x 5 grid
Dice	Plate	Pile of 'coins'
Chalk		Place-value chart
Poster template		Quiz cards
		Hoop to throw over the skittles

Assessment objectives

In Module 1a, the SAGE sessions cover the following assessment objectives. You may be familiar with these as they align to the Infant syllabus.

LITERACY/LEARNING ENGLISH

Speaking/signing

- Greet and respond to greetings
- Describe events and situations
- Make polite requests
- Carry out a short conversation

Listening/observing

- Dialogue, both formal and informal
- Narratives up to a maximum 100 words
- News items and respond to questions

Reading/signing

- Read dialogues, narratives, descriptions, authentic materials

Writing/brailleing

- Write legibly using appropriate script
- Construct correct sentences

Comprehension

- Answer questions based on an oral or written text
- Follow a conversation and respond/interject appropriately
- Read a short story and be able to retell/summarise it

Initial progress assessment

The **Initial Progress Assessment (IPA)** is conducted during Welcome Week. It will help you know more about the girls in your hub and help you plan your sessions to support them as learners.

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.**

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NUMERACY

Number

- Counting in the range 0–50
- Ordering and place value (two-digit numbers)

Operations

- Carry out addition and subtraction (0–50)
- Use the language and notation of addition and subtraction
- Use and compare strategies for addition and subtraction

Measures

- Know the days of the week; *yesterday*, *today* and *tomorrow*
- Use money
- Addition and subtraction involving money (totals and difference)
- Measure and compare length (standard and non-standard units)

Initial progress assessment

The **Initial Progress Assessment (IPA)** is conducted during Welcome Week. It will help you know more about the girls in your hub and help you plan your sessions to support them as learners.

Progress assessment

There is one assessment **of** learning for Numeracy at the end of Module 1a: **To count, recognise, order and compare numbers.**

Unit 1: My story

This first unit introduces the girls to you, their community educator, to the other girls and to the Learning Hub. During Welcome Week you agreed the **Ground Rules** for your hub. Remember to refer to the **Ground Rules** during the sessions. If some girls forget to listen when other girls are speaking, remind everyone of what you agreed: *'Be courteous and listen to others when they are speaking.'*

Learning objectives

Numeracy

- To learn and practise counting (0–50)
- To learn and practise ordering numbers (0–50)
- To encourage confidence in recognising and using numbers (0–50) in different ways

Literacy/Learning English

- For girls to get to know each other
- To practise letter-writing skills
- To learn about similarities and differences between each other
- To encourage confidence in speaking and listening with others
- To be able to respond to a story and ask key questions
- To share aims for attending the SAGE sessions

Subject and activity number	Activity	Time (mins)
Unit 1 Session 1		
Icebreaker	Who are we?	20
Literacy 1.1	Name cards	20
Literacy 1.2	The unit story	35
Numeracy 1.1	Getting to know you	30
Unit 1 Session 2		
Literacy 1.3	This or that?	10
Numeracy 1.2	Switch	20
Literacy 1.4	Why are we here?	20
Numeracy 1.3	Bingo	20
	Learner's Self-Study Workbook	15
	Ending the session	10

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Unit 1: Session 1

Icebreaker: Who are we?

20 minutes

Learning objective

- For girls to get to know each other

Do

1. Ask one girl to answer the three questions below. After she has answered all three questions, that girl must ask another girl. Some girls may be able to do this activity in English.

What's your name?

Where are you from?

How old are you?

2. Ask two or three girls the question below. Then get one of them to ask you.

Say two things you like.

3. Repeat with:

Say one thing you don't like.

4. Get the girls to ask and answer both questions in pairs. When they have done this, they find new partners and repeat. Continue until each girl has spoken to four to six others.
5. Invite a few of the girls to tell the group something they learned about the likes/dislikes of another member of the group.

Literacy activity 1.1: Name cards

20 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To practise letter-writing skills
- To learn about similarities and differences between each other

You will need:

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- ✓ to check that you will have clothes pegs in your Learning Hub, so the girls can fix the name cards to their clothing. Alternatively, use safety pins or any other suitable method for fixing the cards.
- ✓ for each girl, a piece of paper that can be folded to make a name card.



Do

Point to the learning objectives and tell the girls what they are learning in this activity.

1. Give each girl a sheet of paper and show them how to fold it to make a name card.
2. Ask the girls to write their first name on their name card. Quickly check all the girls and help anybody who is finding it difficult to write her name.
3. Ask the girls to go out of the room. Move the cards to different places around the room. Invite the girls back in and ask them to find their card and sit down behind it.
4. If possible, get the girls to fix the name cards to their clothing with safety pins, and get them to wear their names for the rest of the session. If this is not possible, when they are sitting, they should sit behind their name cards.
5. Collect the name cards at the end of the session so you can use them in the next session.

Assess

Analyse the handwriting on the cards. What problems can you see? This will help you to understand what level of handwriting skill the girls currently have. Write down in your **Progress Book** the names of girls who will need more support.

Reflect

Learner: 'I was nervous about coming to SAGE sessions because I dropped out in Grade 3. It was fun meeting other girls. I knew Loyce and Mevis from my village. We can come to SAGE sessions together.'

Literacy activity 1.2: The unit story

35 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To encourage confidence in speaking and listening with others
- To be able to respond to a story and ask key questions

Do

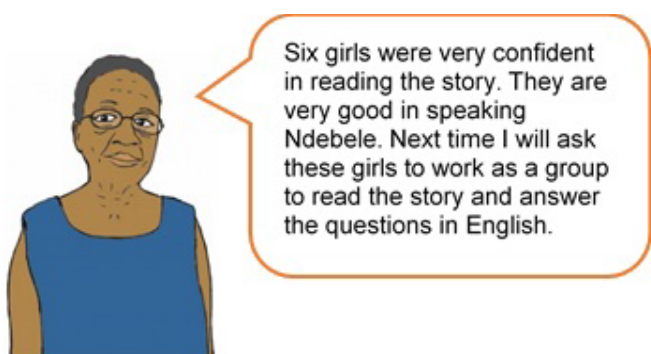
Point to the learning objectives and tell the girls what they are learning in this activity.

1. Hand out the Learner's Self-Study Workbooks.
2. Turn to the story on page 3.
3. Get the girls to look at the picture of the characters. Invite the girls to guess how old they are. Explain that they are two other girls who are attending SAGE sessions.
4. **The session stories have been designed for community educators to read aloud to the group. Do not ask the girls to read aloud unless they are very confident in reading their home language.**
5. Read the version of the story in the girls' home language(s). **NOTE:** *If the girls speak a language other than Shona, Ndebele or Kalanga, translate the story for them.*
6. Encourage the girls to follow in the text with their fingers as you read.
7. After you have read the story. Ask the girls in home language to tell you what they have now learned about the two girls in the story.
8. Read the story aloud in English. Encourage the girls to follow the text as you read with their fingers if they can.
9. Read the story again. Again, the girls follow with their fingers if they can. Perhaps some girls who did not feel confident enough to do this at first will want to try now.
10. Perhaps ask the whole group to read some sentences from the story altogether, following your example.
11. Invite the girls to say things about the characters in English. For example, *Vimbai is 15. She has a son. His name is Ezekiel.*
12. Read through the questions on page 6, and invite volunteers to tell you the matching answers.
13. If girls can read in their home language or English, they can work in pairs to answer the questions.

Assess

Note down the names of girls who were able to answer the story's questions. Note this in your **Progress Book**. Next time you can ask these girls more difficult questions.

Reflect



Numeracy activity 1.1: Getting to know you

30 minutes

This activity gives girls the chance to talk to each other. It also helps them learn and practise the numbers 1–20, and helps you find out what they already know.

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Plan

Write the learning objectives on the board.

Learning objectives

- To learn and practise counting (0–50)
- To learn and practise ordering numbers (0–50)

You will need:

- ✓ a large number line visible to all the girls; it should show the numbers 0–20, with number symbols, words and pictures. This is shown in the Learner's Self-Study Workbook (page 3).

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

The girls form lines based on their age. You ask them questions about their lines. You should have a large number line (1–20) visible to all the girls.

Ask the girls:

1. *How old are you?*
2. *Please find another girl the same age as you. And then another. Continue finding girls of the same age until you form a group.*
3. *Each group makes a line. Line up next to each other.*
4. *How many are in your line? Let's count them together.* (Count the number of girls in each line out loud. Encourage the girls to join in.)
5. *What number are you in the line? Who is the same number as you in the other lines? Say hello to each other.*
6. *Who comes before you in the line? Say hello to her. What number is she?*
7. *Who comes after you in the line? Say hello to her. What number is she?*
8. *Who is number 1 in your line? Who is number 3? Number 6?*
9. *Which line has the most girls?*
10. *Which line has the least girls?*

Extend this activity by counting how many more or less there are in different lines or by ordering the lines from smallest to biggest.

Assess

In your **Progress Book**, write down which girls were confident counting and which girls found it more difficult. Use this information when planning questions for the next session. For example, some girls might find using bead strings and the number line helpful when playing bingo.

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Reflect

5 minutes

It is important for the girls to feel welcome and comfortable at the Learning Hub. Ask them to think about their experience of today's session. What did they enjoy and why? The girls could put up their hands to share their ideas, or they could talk to girls sitting near them. For this first session, the girls may not feel confident in speaking in front of the whole group.

Remind the girls when to attend the hub for their next SAGE session.

Congratulate them all on working so hard today.

It was good fun meeting the other girls. There are six people the same age as me here. I found out Thando's daughter is the same age as my son Ezekiel!



Unit 1: Session 2

Literacy 1.3: This or that?

10 minutes

This is a quick activity for the whole group. You do not need to write down the learning objective.

Learning objective:

- For girls to get to know each other

Do

1. Make sure you have plenty of space.
2. Ask a question with only two possible answers and ask the girls to move to one side of the room or other depending on their answer.
3. Keep the questions light-hearted! For example:
 - Which is better, being inside or being outside?
 - Football is fun. Yes or no?
 - Would you rather play football or watch football?
 - Which is tastier, avocado or cucumber?
 - Blue is nicer than green. Yes or no?
 - Who is the better singer, Hope Masike or Ammara Brown?
4. Encourage the girls to talk as you play and share their preferences. Ask the girls for question suggestions.

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Assess

Note down in your **Assessment Book** any new information you learned about the girls.

Numeracy activity 1.2: Switch

20 minutes

This game helps learners to practise counting forwards and backwards from any number within 20. Remind the girls they can use the number line on the wall to help.

Plan

Write the learning objectives on the board.

Learning objectives

- To learn and practise counting (0–50)
- To learn and practise ordering numbers (0–50)
- To encourage confidence in recognising and using numbers (0–50) in different ways

You will need:

- ✓ a ball to throw and catch (for example, paper pressed into a ball shape, or a small bag of grain).

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

1. Stand in a large circle with the girls.
2. Throw the ball to a girl and call out 'one'. Ask her to throw it to another girl and call out 'two'. Keep going and ask the girls to join in counting as the ball is thrown.
3. When you get to 15, shout 'switch'.
4. Start the throwing again, but this time counting backwards (14, 13, 12...).
5. When you get to 9, shout 'switch' and start counting forwards again.
6. Keep playing, shouting 'switch' when you want the counting to change direction.

To extend the game, count up and down in twos.

Assess

While the girls are playing, watch and listen. Note the girls who struggle – some may find the 'teen' numbers difficult. This may be an issue with counting or with language. Activities in Unit 2 focus on the 'teen' numbers.

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Reflect



This game got everybody involved. Nobody could go to sleep because they did not know when the ball might be thrown to them! After I set the game off I sat at the side and made a note of the girls who found it difficult to remember which number came next. I will make sure they have extra support next session.

Literacy activity 1.4: Why are we here?

20 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To encourage confidence in speaking and listening with others
- To share aims for attending the SAGE sessions

You will need:

- ✓ the name cards and clothes pegs/safety pins from the previous session, so the girls can fix them to their clothing again.

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

1. Ask the girls to fix their name cards to their clothing again. Then invite two or three girls to answer this:

Tell me two things you want to learn how to do.

2. Tell everybody to think of two things. Allow a minute or two for thinking time. If anybody asks if you mean in SAGE sessions or in life in general, say life in general – the SAGE sessions aim to teach skills for life in general!
3. The girls stand and mingle with each other. They tell each other the two things they want to learn how to do. Join in with this yourself, and try to speak to every girl.
4. While the memory is still fresh, write down the things the girls told you.
5. If the activity went well, and you think the girls have more ideas they could share, repeat the activity with this question:

Tell me two more things you want to learn how to do.

6. Finally, each girl must say one thing she now knows somebody else wants to learn. Encourage them to say a different thing each time.

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Assess

Note down in your **Assessment Book** any new information you learned about the girls.

Reflect

I really enjoyed talking to my new friends. It was difficult to decide two things I want to learn. I chose improving my maths and learning about money.



Numeracy activity 1.3: Bingo

20 minutes

Bingo is an engaging game that can be adapted for many topics. Give the girls a limited range of numbers to choose from and change the questions as needed. For example, ask questions that give the girls a chance to practise key topics, correct misconceptions or extend their learning.

Plan

Write the learning objectives on the board.

Learning objectives

- To learn and practise counting (0–50)
- To learn and practise ordering numbers (0–50)
- To encourage confidence in recognising and using numbers (0–50) in different ways

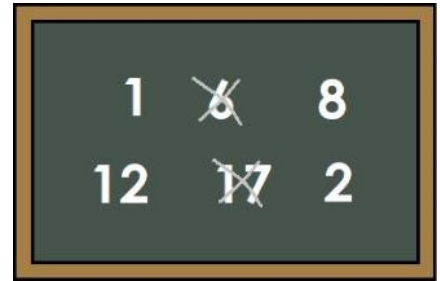
Do

Point to the learning objectives and tell the girls what they are learning in this activity.

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Guided work

1. Write the numbers 1–20 on the board.
2. Ask the girls to write down any six different numbers between 1 and 20 on their chalkboard.
3. You need questions for all 20 numbers. Some example questions are below. Do not ask them in numeric order.
4. Ask a question with a number for an answer. You may need to ask each question several times.
5. If a girl has the answer written on her board, she should cross it off. Keep a note of the numbers you call out.
6. Keep playing until one girl crosses off all her numbers. She shouts '*bingo!*' and is the winner. You can either carry on to see who comes second, or play the game again.



Example questions:

- *What number comes after 16?*
- *What number comes before 20?*
- *How many fingers am I holding up? (hold up some fingers)*
- *How many claps is this? (clap your hands together)*
- *How many steps did I take? (walk across the room)*
- *How many girls are at Ludo's table?*
- *What number is 2 more than 12?*
- *What number is 2 less than 10?*
- *What number is between 3 and 5?*
- Write a number word e.g. 'thirteen' on the board and ask the girls to cross off the number.
- Point to numbers on the number line.

Assess

Notice the numbers the girls choose. This activity may be hard for some girls, so start with simple questions like holding up fingers or clapping. After the first game, you could move the girls into pairs for a second game to support each other.

Reflect

I was nervous about the number game as I thought I would be quite slow, but I marked off three numbers. When I played with Siphwe, we used our beads to count together. This really helped.



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Learner's Self-Study Workbook

15 minutes

Tell the girls to open the Learner's Self-Study Workbook. Explain to them how to do the self-study tasks prior to the next session.

1. Ask the girls to turn to page 7. The girls should trace over the patterns. This develops the ability to use a pen/pencil for learners at the very lowest levels.
2. Quickly visit all the girls while they are doing the first two patterns. It may be very easy for some or all of the girls, but look out for anyone who has problems guiding a pen/pencil over the grey lines. These girls may need additional help with writing.
3. Guide the girls through what they need to do for the tasks before the next session.
 - A. Look at the picture for the Unit 2 story (page 9) and decide what the story is about.
 - B. Read the story if they want to.
 - C. Answer the questions about it if they want to.

Ending the session

10 minutes

1. Ask the girls to think about an activity they have enjoyed.
2. Choose a girl you know is confident and throw her the ball. Ask her to tell you what she has enjoyed about the SAGE sessions. The girl with the ball now throws the ball to another girl and asks her what she has enjoyed. Do this four times.
3. Make sure everyone is paying attention.

Congratulate all the girls on attending the SAGE sessions and thank them for working so hard. Tell them you look forward to seeing them at the next session. Remind them what day of the week you will be meeting again.

Unit 2: My homestead

The theme of this unit is **My homestead** as it is a common experience for all the girls. Now they know each another better, this unit focuses on specific skills in both literacy and numeracy and introduces a new activity called **Learning English**. The emphasis is on the letters of the alphabet and being able to both name the letter and say its sound.

Learning objectives

Numeracy

- To continue practising counting and ordering numbers (0–50)
- To practise connecting number words and number symbols
- To practise finding differences between numbers
- To practise counting, focusing on more challenging numbers (teens)
- To practise connecting number words, symbols and quantities (values)

Literacy/Learning English

- To identify key words and use them confidently
- To make predictions about what happens next in a story read aloud
- To identify initial letter names and sounds
- To be able to blend letter sounds (*s, a, t, p, i, n*) to make words

Subject and activity number	Activity	Time (mins)
Unit 2: Session 1		
Literacy 2.1	Animals at home	15
Numeracy 2.1	Run for it	20
Literacy 2.2	The unit story	35
Numeracy 2.2	Find the difference	20
Unit 2: Session 2		
Learning English 2.1	Letter-sound bingo	25
Numeracy 2.3	Tricky teens	35
Learning English 2.2	Blending letters together	25
	Learner's Self-Study Workbook	5

Unit 2: Session 1

Literacy activity 2.1: Animals at home

15 minutes

Plan

This is a quick activity for the whole group. You do not need to write down the learning objective.

Learning objective

- To identify key words and use them confidently

You will need:

- ✓ the name cards and clothes pegs/safety pins from the previous session, so the girls can fix them to their clothing again.



Do

1. Ask the girls to fix their name cards to their clothing again.
2. Ask them to turn to the picture on page 9 in the Learner's Self-Study Workbook.
3. Point at the chickens and the goats, and ask for the words in English. Write them on the board.
4. Ask for the names (in the home language or English) of other animals they know.
5. When a girl says the name of an animal, she must make the noise that animal makes. Wild animals such as lions and elephants are OK, but encourage the girls to think about animals they can keep at home.
6. Write the names of the domestic animals that they mention on the board. For example: dog, cat, cow, pig, sheep, rabbit, horse.
7. On the board, write this question: *What animals do you have at home?* Ask one of the girls to ask you the question. She should reply in the form: *'I have chickens, goats and a dog.'*
8. Get one girl to ask another. Then get that girl to ask another, and so on.
9. If it hasn't already come up, say this possible answer, and get the girls to practise saying it a few times: *'I don't have any animals at home.'*
10. The girls stand and mingle. They move around the room, and ask and answer the question.
11. If the girls are confident in home language use, you could use English.

Assess

Choose six girls to focus your attention on. Ask these girls the questions and record in your **Progress Book** how confident they were and whether they can answer in English, as well as the home language.

Module 1a

Reflect



This was a fun activity. We laughed when Sphiwe made the noise of a chicken. She did it very well.

Numeracy activity 2.1: Run for it

20 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To continue practising counting and ordering numbers (0–50)
- To practise connecting number words and number symbols

You will need:

- ✓ at least ten pebbles or counters
- ✓ a set of number cards, 1–20
- ✓ plenty of space to carry out this activity safely – you may like to do it outside.

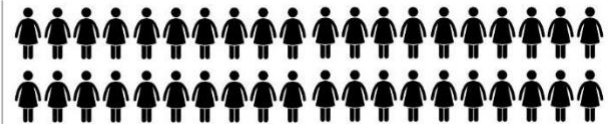
Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

In this game, two teams compete to collect pebbles. The first team to five wins. Make sure you have enough space to play safely. Instead of running, girls could raise their hands.

1. The girls line up in two equal lines of around 20.
2. Ask each girl to shout out her number in turn, starting at 1, then 2, then 3, then 4, all the way to the last girl in each line.
3. Call out a number. The girl who is that number in each line runs to you.
4. The first girl to get to you wins and is given a pebble for their team (if they are the correct number).
5. Both girls go back to their line, but they rejoin it at the end. The girls are now in a different position and will be a different number.
6. Ask them to work out their new number in the line and shout it out to check.
7. Call out a different number and keep playing until one team has five pebbles.



Module 1a

You can also hold up a number symbol card or a number word card instead of saying the number.

Pair up girls who seem confident using numbers (make them the same number in each line) and use more challenging ways to say the number, for example:

- *The number after 3.*
- *The number before 12.*
- *The number that is three less than four.*

Assess

While the girls are playing, watch and listen to different pairs. Are all girls recognising the numbers or are they watching or copying what other girls are doing? If you are unsure about some girls, change the pairings.

Reflect



I was a bit nervous about doing this activity, it sounded like it might be chaotic! I took the girls outside, so we had lots of space. They enjoyed it very much, and they were competitive!

After three games, I asked a girl to take my position and call out numbers. She made the questions much harder to challenge her friends!

Literacy activity 2.2: The unit story

35 minutes

Plan

Write the learning objective on the board.

Learning objective

- To make predictions about what happens next in a story read aloud

Do

Point to the learning objective and tell the girls what they are learning in this activity.

1. Invite the girls to describe what they can see in the picture in the workbook on page 9. How is it similar to their homesteads? How is it different? They can answer in English or the home language.
2. Ask them to say what is going to happen in the story. They can do this based on the picture alone or on their memory of reading the story at home. Again, they can answer in English or the home language.

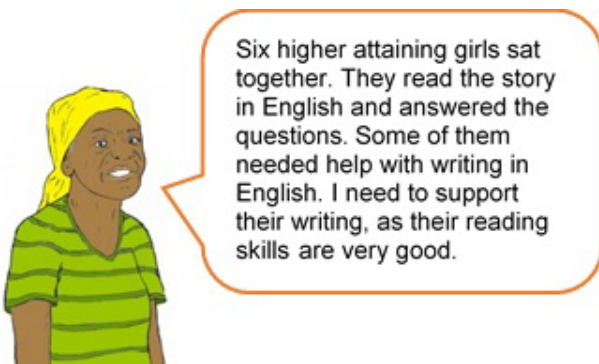
Module 1a

3. Read the version of the story in the girls' home language. Perhaps ask the whole group to read some sentences from the story altogether, following your example. Ask the girls to tell you what happened in the story.
4. Read the story aloud in English. Encourage the girls to follow the text with their fingers if they can. Make sure they understand that this is totally optional.
5. Read the story again. Again, the girls follow with their fingers if they can. Perhaps some girls who did not feel confident enough to do this at first will want to try now.
6. Invite the girls to say what problem Zendaya has. (She finds it difficult to learn new things.) Please refer to the Module 1a training for guidance on discussing disabilities with the group.
7. Read through the questions on page 14 of the Learner's Self-study workbook, and translate them if it seems necessary. Then girls work in pairs to find the answers.
8. Invite volunteers to tell you the matching answers. [Answers: 1 – 12, 2 – 13, 3 – 9 chickens, 4 – 2 goats, 5 – 4, 6 – 8 (Precious 1, Vimbai 2, Zendaya 4 plus one egg that Precious dropped)]

Assess

Note down the names of girls who found it difficult to answer the story's questions. Note this in your **Progress Book**. For those girls who found it difficult to understand the story, use the story picture in the next session to support girls' comprehension skills.

Reflect



Numeracy activity 2.2: Find the difference

20 minutes

Plan

Write the learning objective on the board.

Learning objective

- To practise finding differences between numbers

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Module 1a

Guided work

10 minutes

1. Draw a 0–10 number line on the board.
2. Ask the girls to come forward and write the numbers 4, 9, 8 and 6 on the number line.
3. Ask the girls to find the pair of numbers with the greatest difference and then to say the sentence out loud: *'Nine and four have the greatest difference.'*
4. Ask the girls to find the pair of numbers with the smallest difference and then to say the sentence out loud: *'Nine and eight have the smallest difference.'*
5. Now ask the girls to work out the difference between 9 and 4 and then say the sentence out loud: *'The difference between nine and four is five.'*
6. Ask the girls to work out the difference between 9 and 8 and then say the sentence out loud: *'The difference between nine and eight is one.'*
7. Draw a 0–20 number line on the board.
8. Ask the girls to come forward and write the numbers 3, 12, 14 and 18 on the number line.
9. Repeat the previous activity, finding the pairs with the greatest and smallest differences and saying them out loud.

Independent work

10 minutes

1. Put the girls in groups of around four. Group confident girls together.
2. Ask the group to draw a number line. Use your knowledge about the girls to choose which number line they work with. For example, some groups could use 0–10, some 0–20. Confident groups could use larger, partial number lines like 30–50 or 50–70.
3. Ask each girl to mark two numbers in turn and say the difference number sentence to their group. For example: *'The difference between two and six is four.'*

Assess

Listen to the girls in their groups. Ask if they counted up or counted back to find the difference and see if they can tell you why.

Reflect



As I listened to the girls work, I noted down those who were more confident in using numbers in this activity and those who found it more difficult. When I make the groups for the numeracy activity in Session 2, I will make sure that I group the girls appropriately.

As soon as I see the numbers marked on the line, I can tell the biggest difference straight away. If I picture things that way, it's much easier!



Unit 2: Session 2

Learning English activity 2.1: Letter-sound bingo

25 minutes

Plan

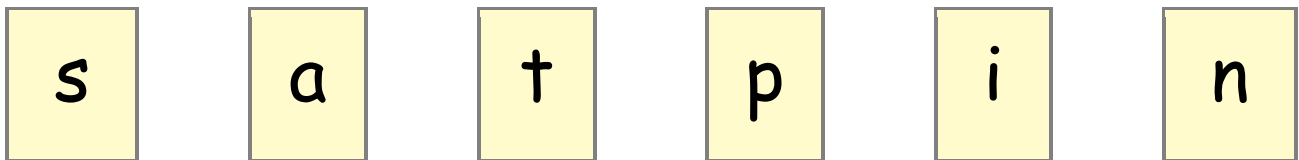
Write the learning objective on the board.

Learning objective

- To identify initial letter names and sounds

You will need:

- ✓ to make flashcards for the letters below. Write each letter in its small form (not capital) with a marker pen, so it fills a piece of manila or paper that is at least A4 size (21 x 29.7 cm). Alternatively, you could use small chalkboards for this.



Refer to the document **SAGE – A supplementary guide to teach literacy with phonics** and the audio files, but here is a summary of the ways to say these sounds:

- a the short *a* sound, as in *cat*
- b the shortest sound for the letter *b* you can say – just *b-*, not *ber*, *bar* or *buh*
- c the shortest sound for *c* you can say, as it is in *cat*
- d the shortest sound for *d* you can say
- e the short *e* sound, as in *pen*
- f the shortest sound for *f* you can say
- g the shortest possible sound for *g*, as it is in *good*
- h the shortest sound for *h* you can say. This is difficult – the sound is just air coming from your throat. It is not easy to do it loudly enough for a room full of people to hear.
- i the short *i* sound, as in *big*
- j, k, l, m, n: the shortest sounds for these letters you can say
- o the short *o* sound, as in *hot*
- p the shortest sound for *p* you can say

Module 1a

qu Almost no words contain *q* without *u*. Introduce the sound as *kw*. Explain this to the group, then move on. They will learn about words with *qu* later.

r, s, t the shortest sounds for these letters you can say

u the short *u* sound, as in *sun*

v, w the shortest sounds for these letters you can say

x This sound is difficult to make. It is like *k* and *s* put together: *ks*.

y the shortest possible sound for *y*, as it is in *yellow*

z the shortest possible sound for *z*, as it is in *zebra*

Do

Point to the learning objective and tell the girls what they are learning in this activity.

1. Write the alphabet in small letters again on the board.
2. Go through the letters one by one, **saying just the sound of the letter without any extra sounds**. The girls must say the sound after you. Get them to do this for each letter a few times. This may be very easy for some, very difficult for others. It does not matter if they do not master it at this stage. There will be many more opportunities to practise in future sessions.
3. Draw the following grid on the board, and fill it with any six letters. For example:

b	e	m
o	t	w

4. Each girl must make a similar grid (in their notebooks or on their chalkboards) but fill it with her own choice of letters.
5. Girl 1 says the sound of one of her letters. She crosses it off her grid, and any other girl with the same sound can cross it off.

If a girl makes a mistake with the sound (for example, by saying the name instead of the letter, saying the sound incorrectly or adding an extra sound) just repeat the sound in the correct way, as described above.

6. The first girl to cross off all six letter sounds* and say '*bingo!*' is the winner. Continue playing for second, third and fourth places. Then ask the girls to choose different sets of letters, and repeat the game.

* Some sounds can be made by different letters (*c/k*) or (*c/s*). Check the girl has matched the correct letters/sounds by asking her to tell you the letter names and letter sounds.

Module 1a

Assess

Focus on six girls. Check the letters the girls write in their grids, and notice how confident they seem in saying the sounds of the letters. This can help you understand how much help they need. Record in your **Progress Book** the progress of the six girls.

Reflect

This activity may seem to be just a fun game with letters, but it is the start of an extremely important part of learning to read. It gets learners to start thinking about the sounds that letters make. It is very important that you and the girls make these sounds correctly.

Numeracy activity 2.3: Tricky teens

35 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To practise counting, focusing on more challenging numbers (teens)
- To practise connecting number words, symbols and quantities (values)

You will need:

- ✓ to draw a large number line 0–20 (scratched on the floor or similar). Alternatively use a string or rope and tie evenly spaced knots in it (one per number). This is particularly useful for girls with visual impairments.
- ✓ a bead string and chalkboard for each girl.

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

Part 1: Jumping on the number line

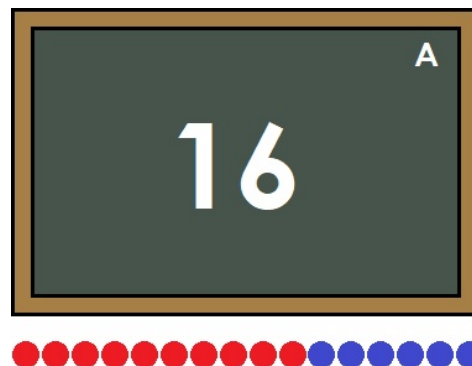
You will introduce bead strings in this activity. These are a key resource and should be available to the girls at all times.

1. Ask a girl to jump along the large number line as everybody counts from 0 to 20. She then turns around and jumps back to 0 as the group counts backwards.
2. As the girls count, do the same thing on a bead string.
3. Ask a girl to stand on number 13 on the number line. Ask the group to nod if they think she is correct. Show 13 on your bead string.
 - Tell the girls that number 13 is ten and three more. To show this, ask her to stand on 10 and jump three places. She is now on 13. Show this on the bead string.
 - Explain that the '1' in 13 means 'one group of ten', and the '3' is 'three more ones'. Demonstrate this on the bead string (10 beads plus 3 more).

4. Repeat with 17. Show the girls that 17 is 1 group of ten and 7 more ones.
5. Repeat with 14. Show that 14 is 1 group of ten and 4 more ones.

Part 2: Mingle

1. Put the girls into groups of ten. Give each group a letter (A, B, C...). They should write it on their chalkboard to remember.
2. Ask the girls to number themselves 11–20 in their groups. They should write their number on their chalkboard and show it on their bead string.
3. Ask them to look at their bead strings. What do they notice?



- Help them see they have one group of 10 and some more.
 - Tell them what they have written is '1' group of ten and some more. For example, 16 is '1 group of ten and 6 more'.
4. Ask the girls who have '20' to show their bead string and number. Point out that 'twenty' is 2 groups of ten and no more, so it is written 20.
 5. Ask the girls to walk around the room holding their chalkboard and bead string. They should talk and mingle with the other girls, noticing their numbers as they do.
 6. Say 'stop' and call out the letter of one of the groups. The girls from that group must line up in order, showing their bead string and the number on their chalkboard.
 7. The girls take turns to hold up their board and bead string and say (for example): *'My number is fifteen. I have one group of ten and five more.'*
 8. Ask the girls to mingle again. This time when you call 'stop', say a number between 11 and 20. All girls with that number from the different groups should run to the middle of the room. If you think the girls are confident enough, ask them to say together (for example): *'Our number is fifteen. We have one ten and five more ones.'*
 9. Do these two activities again until all groups have had a turn to line up.

Part 3: Bringing it all together

1. Put the girls in pairs. They will take turns to use their chalkboard and bead string.
2. Call a number between 11 and 20. One girl should write the number on the chalkboard. The other should make it on the bead string.
3. When they are done, they should hold them both in the air. The aim is to be the quickest pair!
4. Ask the quickest pair to show the number on the giant number line.
5. Repeat this for all the numbers 11–20 (if time allows).

Module 1a

Assess

Ask the girls to use their thumbs to indicate how well they understood making numbers using bead strings. Choose some girls who put their thumbs up and ask them to explain what they learned to the other girls as if they were the teacher.



I understood well

I'm not sure

I did not understand

In your **Progress Book**, write down which girls are writing and making the correct numbers from 0 to 20 and who needs more support. Use this information to plan for the numeracy activities in Unit 4.

Reflect



This was a good way to introduce the bead strings. Being able to physically count and move the beads made it much clearer for the girls, especially as they are coloured in groups of 10. Seeing that 13 is just 10 with 3 more is powerful.

Learning English activity 2.2: Blending letters together

25 minutes

Plan

Write the learning objective on the board.

Learning objective

- To be able to blend letter sounds (s, a, t, p, i, n) to make words

You will need:

- ✓ to write the letters above on the board in a jumble like this:

s a t
p i n

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

15 minutes

1. Point at one letter, and say the sound (**just the sound, with no other sound added**) as described for **Learning English activity 2.1: Letter-sound bingo**.
2. Get the girls to repeat the sound several times. Repeat with the other letters.
3. The girls copy the letters onto their chalkboards or into their notebooks. Say the sound of one of the letters. They must point at the letter that matches that sound. After a while, ask girls to take it in turns to say the sound while the others point.
4. The girls work in pairs. They take it in turns to say a sound while the other points.



5. Draw a picture of a pan on the board. Then ask three volunteers to come to the front. Make them stand in a row of three, and give them the letters cards for the word *pan* in the correct order. First the girl with *p* holds up her card and says the sound. Then the girl with *a* does the same, and then girl with *n*. Then they hold up all three cards, and the whole group says the word together. It may take some practice to get this format working.
6. Draw a picture of a *pin* on the board (or show them a real one), and get the girls to practise saying the word. Then repeat stage 5 above with that word.
7. Continue with *tap*, *ant* and *sat* (demonstrate and explain *sat* rather than drawing).
Note: This activity may be slow and difficult for the girls this time, but it will be repeated in future sessions. The girls will become more comfortable as time goes by.
8. Turn and face the board. Choose one of the six letters, and write it in the air with your finger (don't face the girls, or they will see a mirror-image). The girls stand up and do the same, copying your movement if they need to. Repeat with the other letters.



Independent work

10 minutes

9. Then ask them to open their Learner's Self-Study Workbooks at page 14. Show them how to complete Exercise D and Exercise E (page 15). Tell them to keep the tops on their pens, or to use the other end of the pencil. Then they do it *without making a mark on the paper*.
10. The girls complete the exercise in pen/pencil. Visit them while they do this, and help anybody who is having problems. (**Note:** The word to for matching with *i* is *in* – the arrow indicates something going in the box.)

Module 1a

Assess

Before the session, Mrs Nyarai prepared a new page called 'Letters, sounds and names' in her **Progress Book**. Then she made a list of the girls' names and she added the six letter sounds *s, a, t, p, i, n*.

	s, a, t, p, i, n		
Zendaya			
Precious			
Vimbai			
Chiedza			

She listened carefully as the girls said the letter sound and the letter name – if the girl was correct, she gave them a ☒. If the girl got either a sound or letter name wrong or she did not hear the girl say the sounds or letters, Mrs Nyarai left the column empty. This information tells her which girls need more help in the next sessions.

Reflect



I noticed that some girls have good English speaking, but they find the letter sounds more difficult.

Learner's Self-Study Workbook

5 minutes

Guide the girls through what they need to do before the next session.

- Look at the picture for the Unit 3 story (page 18) and decide what the story is about.
- Read the story if they want to.
- Answer the questions about it if they want to.

Unit 3: My day

Girls attending SAGE sessions will be very busy balancing chores at home and their SAGE learning. This unit will help them understand how important it is to find time for their self-study activities. This unit's session story introduces the girls to a useful strategy – list making.

Learning objectives

Numeracy

- To practise counting, focusing on more challenging numbers (teens)
- To compare quantities and find the difference between quantities
- To learn the days of the week in order and use the vocabulary *yesterday*, *today* and *tomorrow*

Literacy/Learning English

- To listen to a story and track words in the text with a finger
- To comprehend oral text
- To respond to oral questions and give reasons for answers
- To construct oral sentences
- To be able to make sentences with *have to*
- To express preferences
- To be able to say sounds and blend them together to make three- and four-letter words

Subject and activity number	Activity	Time (mins)
Unit 3: Session 1		
Numeracy 3.1	Relay counting	20
Literacy 3.1	The unit story	20
Numeracy 3.2	Compare and contrast	30
Unit 3: Session 2		
Literacy 3.2	Our typical day	15
Numeracy 3.3	My week	30
Learning English 3.1	Blending letters together	25
	Learner's Self-Study Workbook	5

Unit 3: Session 1

Numeracy activity 3.1: Relay counting

20 minutes

Plan

Write the learning objective on the board.

Learning objective

- To practise counting, focusing on more challenging numbers (teens)

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

1. Practise counting together from 0 to 20, forwards and backwards, pointing to each number on the number line as you do so, until you feel confident that most are familiar with the order.
2. Put the girls into groups of six. All the girls need to see you.
3. Explain that when you point to a group, everyone in that group must begin counting together. For example, 0, 1, 2 ...
4. The other groups must watch carefully.
5. When you point to another group, the first group stops counting and the next group starts counting from where they left off – but in the opposite direction! For example, if the first group stopped at 14, the second starts 13, 12, 11... When you point to another group, the direction changes again. For example, if group 2 counted 13, 12, 11, 10, 9, group 3 should begin 10, 11, 12 ...
6. Try to keep the counting between 10 and 20 by pointing to different groups.
7. If all the members of a group do not start counting straight away, you can tell that group that they are 'out'. The winner is the last group to continue counting.

Assess

Listen carefully to the groups and note girls who are not taking part. Make sure the girls are saying *thirteen*, *fourteen* etc. (not *thirty*, *forty*). You can vary how long each group counts for – challenge some groups by making them count larger numbers or for longer, and have others count with smaller or fewer numbers. Use what you notice to help you decide how to group or pair girls in later activities.

Module 1a

Reflect



I had not realised how challenging the teens numbers can be for some of the girls. They found 'eleven' and 'twelve' very hard to remember. And lots of the girls lost points for saying forty, fifty instead of fourteen,

Literacy activity 3.1: The unit story

20 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To listen to a story and track words in the text with a finger
- To comprehend oral text
- To respond to oral questions and give reasons for answers

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Invite the girls to describe what they can see in the picture in their Learner's Self-Study Workbook on page 18. What does Chiedza do in a typical day? They can answer in English or their home language. Then follow the same procedure that you did for the story in the previous unit (allow the girls to use their home language whenever they need to):

1. The girls say what they think is going to happen in the story.
2. Read the version of the story in the girls' home language. The girls follow the text with their fingers if they can. Perhaps ask the whole group to read some sentences from the story altogether, following your example. Then the girls tell you what happened in the story.
3. Read the story aloud in English. Encourage the girls to follow the text with their fingers if they can.
4. Read the story again. Again, the girls follow with their fingers if they can.
5. Translate the questions on page 22. The girls then find the answers in pairs.
6. Go through the questions, and invite volunteers to tell you the answers. [Answers: 1 Yes, 2 No – she looks after her daughter, 3 Yes, 4 Yes, 5 No, 6 No]

Module 1a

Assess

Focus on six different girls and note down how confident they are in listening to the story and answering questions. Note this in your **Progress Book**.

Reflect



Numeracy activity 3.2: Compare and contrast

30 minutes

Plan

Write the learning objective on the board.

Learning objective

- To compare quantities and find the difference between quantities

You will need:

- ✓ to draw this table on the board

People	7
Animals	11
Poultry	23

- ✓ a bead string for each girl
- ✓ for each group of four girls, a large piece of paper with two number lines (0–30) drawn on them, one labelled 'People', the other 'Animals'
- ✓ a large number line (0–30) for the girls to stand on.

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

5 - 10 minutes

Module 1a

1. Explain the table on the board and fill it in for your own homestead. Tell the girls what you are doing. For example:

'I have three dogs, two goats, three donkeys and three cows. I can count on my fingers or use my bead string to find out how many that is altogether. I can also use counters. Three add two, that's five. Add another three, that's eight, and another three, eleven. I have eleven animals.'

People	7
Animals	11
Poultry	23

2. Ask the girls to copy 'People', 'Animals' and 'Poultry' from the board to their chalkboard. Now add up the number of people and the number of animals they have and write them down.

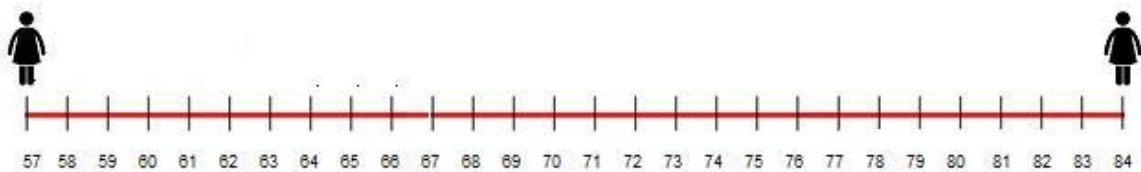
Independent work

10 - 15 minutes

1. Put the girls in groups of four. Each girl should have a bead string, and each group should have a sheet of paper with two big numbers lines (0–30) on it.
2. Ask each girl to show on their bead string the number of people who live in their homestead.
3. In the group, ask them to compare their bead strings and put them in order from the smallest to the biggest. You may have to explain that the beginning of each bead string should be lined up carefully so they can see the difference
4. Next, each girl marks her number on the group number line. She writes her name next to it. This is a clear way to compare quantities.
5. Repeat steps 2–4 for the number of animals and poultry

Optional extension activity

6. Some girls could compare their whole-group total with that of other groups, finding the difference between them using just a section of a number line, which they could draw unassisted. For example, if the numbers were 57 and 84, the number line could look like this:



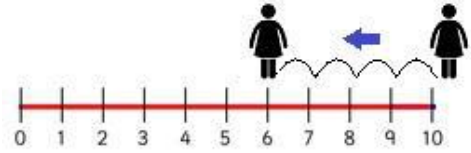
Guided work

5 – 10 minutes

1. Gather the whole group together around a giant number line.
2. Ask all the girls to show the number of animals they have on their bead string. Choose two that are different, for example, ten and six. Ask them to stand on their number on the large number line you drew. Ask: *'What is the difference between the number of animals each of these girls has?'*

Module 1a

3. Ask the girl at the higher number to jump (in ones) to the other girl. This will find the difference. All count the number of jumps. The difference in this example is 4.



4. Explain that 'finding the difference' is one type of subtraction, and that a number line can really help with this. Show the learners that what they have just done is written like this: $10 - 6 = 4$.

Assess

Note the girls who are able to show you the numbers on their bead strings confidently and those who are not.

Reflect



Some girls were confident with this activity, so I challenged them to work with larger numbers. I asked them to take the totals from other groups, decide on a suitable number line and work out the differences. Once they understood they could draw a partial number line (that didn't start at 0), they were very quick!

Unit 3: Session 2

Literacy activity 3.2: Our typical day

15 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To construct oral sentences
- To be able to make sentences with *have to*
- To express preferences

Key vocabulary

Have to

Module 1a

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. Invite the girls to say things they do in a typical day. For example, *plough fields, fetch water, milk cows, look for eggs, repair things*. The girls can give their ideas in English or their home language, but write them on the board in English. For each new phrase, get the girls to practise saying it.
2. Ask each girl to say (in English if they can) one thing they regularly **have to** do. For example: *'I have to fetch water.'*
3. Get them to ask you questions with *Do you have to ... ?* and phrases from the board. For example: *'Do you have to look for eggs?'* Answer with *'Yes, I do'* or *'No, I don't'*.

Independent work

5 minutes

4. The girls work in pairs. They take it in turns to ask and answer questions with *Do you have to ... ?* plus phrases from the board.
5. When they have finished, they find new partners and repeat.

Assess

As the girls answer the questions, note down girls who are less confident. Partner them with a more confident speaker.

Reflect



When I first read the activity I thought the girls would need to write down their answers. I read the activity again and realised it was a quick oral activity. The girls enjoyed speaking with each other without having to write anything down.

Numeracy activity 3.3: My week

30 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

Module 1a

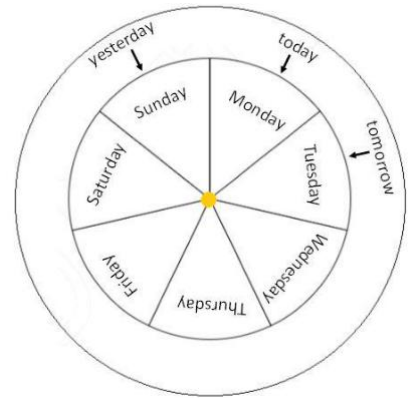
- To learn the days of the week in order and use the vocabulary: *yesterday*, *today* and *tomorrow*

Key vocabulary

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, yesterday, today, tomorrow

You will need:

- ✓ to make ten flashcards showing the days of the week (*Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*) and the words *yesterday*, *today* and *tomorrow* on them
- ✓ to prepare a large cardboard disc made using two circles of card, held together using a pin or something similar. The inner circle is divided into seven equal parts labelled Monday–Sunday. The outer has the words yesterday, today and tomorrow, with arrows pointing to the days (see diagram). Make this quite large, as you will be showing it to the whole group.
- ✓ for each group of four girls, a smaller version of the disc above.



Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

10 -15 minutes

Ask the girls to think about what they do on different days.

- What days do they come to the hub?
- What day is it today? Some girls will have a good understanding of *yesterday*, *today* and *tomorrow* in their home language; others may need more support.
- Show the flashcards you have made for the days of the week in English, and the *yesterday*, *today*, *tomorrow* cards. Say each word out loud.
- Do this again and ask them to say each word with you.

Independent work

15 -20 minutes

- Put the girls into groups of four. Ask them to think about what they do on different days and talk about it with their group. For example, going to church on Sunday or washing on Monday.
- Give a disc to each group. Show them how they work.
 - Set 'today' to point to the day you are on.
 - Say: '*Today is ... , yesterday was ... and tomorrow will be ...*'. Point to the days on the disk as you do this.

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- Repeat this a few times, pretending that today is a different day.
 - Ask the girls to do the same with their discs and say it with you.
3. Ask the girls to copy the days onto the circle on page 17 of their workbook.
 4. Ask the girls to work in their groups, taking it in turns to make a sentence in the form 'Today is ... , yesterday was ... and tomorrow is ... '.

Assess

Take any opportunities you have in your sessions to use the words *yesterday*, *today* and *tomorrow*. Ask questions and encourage girls to use the words in their responses.

Reflect



I try to use these words regularly when talking with the girls and build it into our everyday discussions about what we did yesterday, what we are doing today and what we plan to do tomorrow. I have pinned the flashcards to the wall so the days of the week are always visible.

Learning English 3.1: Blending letters together

25 minutes

Plan

Write the learning objective on the board.

Learning objective

- To be able to say sounds and blend them together to make three- and four-letter words

You will need:

- ✓ to write the letters *m*, *d*, *g*, *o*, *c*, *k* on the board in a jumble
- ✓ to make flashcards for the letters below. Write each letter in its small form (not capital) with a marker pen, so it fills a piece of manila or paper that is at least A4 size (21 x 29.7 cm). Alternatively, you could use small chalkboards for this. You will also need some of the letters from Unit 2.

m d g
o c k

m

d

g

o

c

k

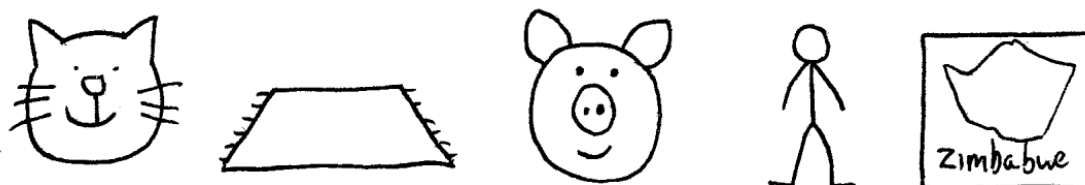
Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

15 minutes

1. Point at one letter, and say the sound (**just the sound, with no other sound added**) as described for **Unit 2: Session 2**. Get the girls to repeat the sound several times. Repeat with the other letters. The girls should notice that *c* and *k* have the same sound. Explain that some sounds in English can be represented by different letters.
2. The girls copy the letters onto their chalkboards or into their notebooks. Say the sound of one of the letters. They must point at the letter that matches that sound. After a while, ask girls to take it in turns to say the sound while the others point.
3. The girls work in pairs. They take it in turns to say a sound while the other points.
4. Draw a simple picture of a dog on the board, and get the girls to practise saying the word. Ask three volunteers to come to the front. Refer to the 'Letters and sounds' page in your **Progress Book** and decide which girls to choose – those girls who do not yet have a ☒ next to their name.
5. Make them stand in a row of three, and give them the letter cards for the word dog in the correct order. First the girl with *d* holds up her card and says the sound. Then the girl with *o* does the same, and then girl with *g* does the same. Then they hold up all three cards, and the whole group says the word together.
6. Repeat stage 5 above with *cat*, *mat*, *pig*, *man* and *map*.



7. Get four girls to come to the front, repeat the activity with *cats*, *dogs*, *ants* and *stop*.
8. Turn over the board paper so no letters are visible. Face the board. Choose one of the six letters, and write it in the air with your finger while saying the sound it makes. The girls stand up and do the same, copying your movement if they need to. Repeat with the other letters.
9. Say a sound (but don't demonstrate the letter). The girls must draw the letter in the air. Repeat several times with the other letters. Then repeat again: this time they write the letters on their chalkboard or in their notebooks.

Independent work

10 minutes

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10. Ask the girls to open their workbooks at page 24. Tell them to keep the tops on their pens, or to use the other end of the pencil. Show them how to complete the exercise. Then they do it without making a mark on the paper.
11. The girls copy the letters in pen/pencil. Visit them while they do this, and help anybody who is having problems.

Note: Girls may ask if *cat* can begin with a *k* if the sounds are the same. Explain that some words are made up of letters with the same sound, but that there is agreed spelling. The spelling is *cat* not *kat*. Some spellings in English are 'tricky'. The girls will learn more about this in the next unit.

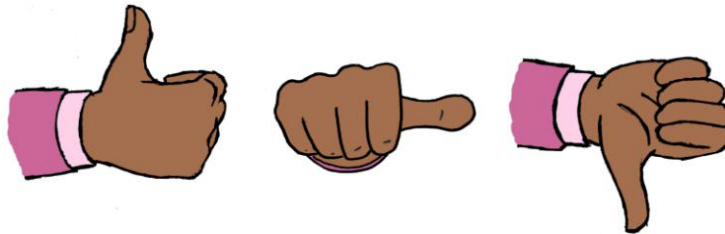
Assess

Open your **Progress Book** to the '**Letters, sounds and names**' page. Add the six new letters – *m, d, g, o, c, k*. Put a ☒ next to the names of the girls who were able to say the sounds and blend them together to make words.

Reflect

10 minutes

Ask the girls to sit in a circle. Remind them of their learning today. As you read out the activities below, ask the girls to use their thumbs to indicate how well they understood.



I understood well

I'm not sure

I did not understand

1. Letters of the alphabet and saying letter sounds
2. Copying letters onto chalkboards

Learner's Self-Study Workbook

5 minutes

Guide the girls through what they need to do for the tasks before the next session.

- A. Complete any activities they did not finish in Unit 3.
- B. Look at the picture for Unit 4 (page 30) and decide what the story is about.
- C. Read the story if they want to.
- D. Answer the questions about it if they want to.

Unit 4: Things I like

The theme of this unit is **Things I like**. Some girls may find it difficult to share ideas about things they like or don't like, but it is a useful life skill to learn. Girls attending SAGE sessions need to think about what they would like to do when they finish their learning. Would they like to join a training course? Would they like to study more? Being able to share their preferences will help them make these important decisions.

Learning objectives

Numeracy

- To practise finding differences between numbers
- To learn how to find totals by counting
- To connect different ways of 'seeing' numbers by matching words, symbols and pictures

Literacy/Learning English

- To listen to a story and track words in the text with a finger
- To identify possible answers in a comprehension text
- To match some basic words with 'tricky' spellings
- To be able to listen and respond to questions set by a partner
- To blend letter sounds to make words

Subject and activity number	Activity	Time (mins)
Unit 4: Session 1		
Literacy 4.1	The unit story	20
Numeracy 4.1	Ten nice things	20
Numeracy 4.2	Mix and match – words and symbols	30
	Learner's Self-Study Workbook	10
Unit 4: Session 2		
Learning English 4.1	Rhyming words	20
Literacy 4.2	Our favourite things to do	20
Learning English 4.2	Blending letters together	30
Numeracy 4.3	In the hair salon	30
	Learner's Self-Study Workbook	5

Unit 4: Session 1

Literacy activity 4.1: The unit story

20 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To listen to a story and track words in the text with a finger
- To identify possible answers in a comprehension text

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Ask the girls to open their workbooks on page 30. Invite them to describe what they can see in the picture. What is Chiedza doing with Vimbai's hair? They can answer in English or their home language. Then follow the same procedure that you did for the story in the previous unit (allow the girls to use their home language whenever they need to). It is very important that before answering that the girls work in pairs. This will make them feel more confident when speaking in front of the group.

Assess

Go through the questions on page 34, and ask six girls, one at a time, to tell you their answers. [Answers: 1 Yes, 2 Yes, 3 No – she makes only one, 4 No – she says Zendaya's aunt is much better, 5 No].

Record how well these six girls answer the questions. For example, are they confident in answering? Do they choose to speak in their home language or in English? Record how confident they are in your **Progress Book**.

Reflect

I really enjoy the stories. I like Vimbai's plaits and I would like my hair braided the same way.



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Numeracy activity 4.1: Ten nice things

20 minutes

This game helps learners develop a good understanding of addition and subtraction facts within ten and gives more practice with working out differences.

Plan

Write the learning objectives on the board.

Learning objectives

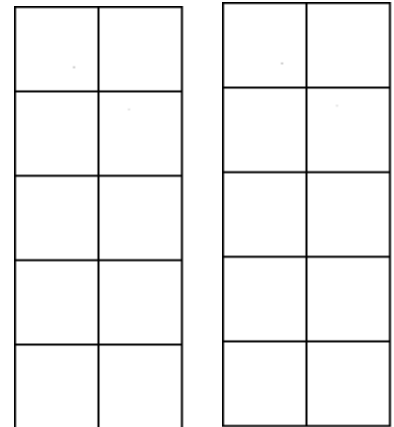
- To practise finding differences between numbers
- To learn how to find totals by counting

You will need:

- ✓ to draw two large ten frames on the ground and gather ten things, e.g. stones.

Each pair of girls will need:

- ✓ a ten frame or an egg box with 10 spaces
- ✓ a dice and ten things (anything that can be counted, e.g. pens, bottle tops or sticks).



Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

5 – 10 minutes

1. Divide the group into two teams; each team will nominate a player for each go.
2. The ten 'nice' things should be between the teams, each player should stand by their ten frame.
3. The teams take turns to throw the dice and take the correct number of 'nice' things from the pile, placing them in their ten frame. They should say how many more they need to get ten, and therefore to win.
4. When there are no more in the centre, players have to 'steal' from the other team. For example, if a 6 is thrown but there are only 2 counters in the pile, the extra 4 are taken from the partner's ten frame.
5. The game continues until one team has all ten counters. They are the winner!

Independent work

10 – 15 minutes

1. The girls should now play the game in pairs.
2. Some pairs of girls might be able to use a number line instead of a ten frame to find out how many more they need to win. Others may play 'first one to 20'.

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Assess

While the girls are playing, walk around and ask questions. For example:

- *How many more counters do you need to win? How do you know?*
- *How many counters does your partner need to win? How do you know?*
- *Is the number you have rolled big enough for you to win? If not, how many more counters will you need?*
- *Is it possible for you to win this go?*
- *What is the minimum number of goes you will need to get all ten counters?*

After the game, ask the girls what they liked/did not like about it. Use thumbs up/thumbs down to identify the girls' preferences.

Ask the girls to explain their answers.



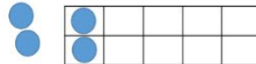
Reflect



I can see that I need another four to win. So, six add four must equal ten!



Player A



Player B

This game was fun to play, and very easy to set up. After a few games, I could see they were getting quicker at saying how many they needed to win (though I had to remind them to do this, as they were keen to just take their partner's nice things!). This is such a good way to help the girls remember the pairs of numbers that total ten!



Numeracy activity 4.2: Mix and match – words and symbols

30 minutes

Plan

Write the learning objective on the board.

Learning objective

- To connect different ways of 'seeing' numbers by matching words, symbols and pictures

You will need:

Module 1a

- ✓ a set of words and symbols number cards for each group of five girls – you will find these on page 26 of the Learner's self-study workbook. Copy them onto small cards, or if you have access to a photocopier you can print and cut them out. (See also step 9 below for the cards you need to make if you are using the extension activity.)

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Independent work

1. Put the girls into groups of five.
2. Give each group a set of cards (numbers and pictures 0–20).
3. Ask the girls to match the number and picture cards.
4. When they have finished, call out a number and ask one girl in the group to hold up the matched cards and the others to show the number on their bead string.
5. Now ask the girls to place all the cards face down and mix them up.
6. In their groups, the girls should take turns to turn over two cards.
7. If the cards match (have the same value in words or pictures), the girl keeps the 'set'. If not, they turn the cards back onto their faces.
8. The girl who has the most 'sets' at the end of the game is the winner.

Optional extension activity

9. Make an extra set of cards that show number descriptions. For example, 'one ten and five ones' for 15 or 'three ones only' for 3. You could also write calculations such as ' $20 - 5$ '. Challenge the girls to match these with the correct number.

Assess

Watch the girls as they work in their groups. Visit groups where the girls are quiet and who might be finding the activity difficult. Model the activity for them so they can join in.

Reflect



Some of the more confident girls didn't find this activity challenging. I hadn't made the cards for the extension activity, so I asked them to make new set of cards, finding new ways to represent the numbers. They were able to use calculations such as $8 + 5 + 11$ for 24, or even 2×5 for 10. Once they made a whole set, they played together as a group.

Learner's Self-Study Workbook

10 minutes

Ask the girls to complete Activity A on page 25 of the workbook, drawing the number symbol for the numbers 1–20.

Unit 4: Session 2

Learning English 4.1: Rhyming words

20 minutes

Note: Some words in English are very short but have ‘tricky’ spellings, meaning they do not follow the usual letter/sound rules. For example, the word **be** sounds like **bee** but it is spelled **b e**. The girls need to develop a sight vocabulary for these types of words, and games like this help them to do this. In SAGE, we use the term ‘tricky words’ for these words.

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To match some basic words with ‘tricky’ spellings

Key vocabulary

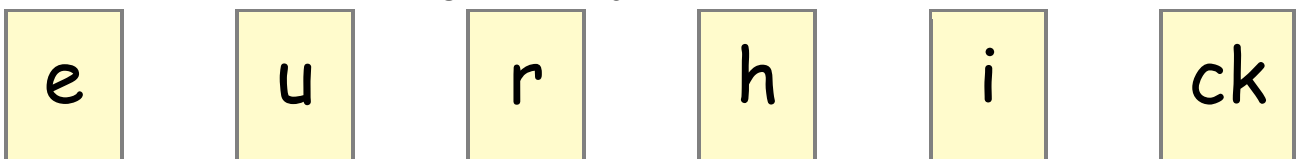
I, my, you, do, to, be, me, she

You will need:

- ✓ flashcards for the words *I, my, you, do, to, be, me, she*.

Note: If your group has a higher level of literacy, you could have *too* instead of *to* and *see* instead of *me*.

- ✓ flashcards for the letters below. Write each letter in its small form (not capital) with a marker pen, so it fills a piece of manila or paper that is at least A4 size (21 x 29.7cm). Alternatively, you could use small chalkboards for this. You will also need some of the letters from Units 2 and 3.



You will use these flashcards again in the next unit.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

1. Ask the girls to reopen their workbooks at page 30. The girls look at the story text again. Hold up one of the flashcards, say the word and get the girls to say it after you. Then they must find an example of the word in the story and point to it. (All the words are in the story.)
2. Hold up two cards with words that rhyme. Explain that the end sound is the same. Get the girls to say both words.

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3. Ask eight girls to stand up. Give them each a word flashcard, but face down, so they cannot read the word. When you say 'go', they turn over their cards. They must get into pairs/threes with words that have the same end sound. The first pair/three to do this wins.
4. The pairs/groups hold up their cards, and everybody says the words.
5. Choose further groups of eight, and repeat. Continue until everybody has had at least one turn.

Assess

Note down in your **Progress Book** girls who were very confident. How can you extend them in the next session?

Reflect



Literacy activity 4.2: Our favourite things to do

20 minutes

Plan

Write the learning objective on the board.

Learning objective

- To be able to listen and respond to questions set by a partner

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. On the board, write *I like ...*. Then invite the girls to finish the sentence with any ideas they have, including things and people. If they do not include activities ending with *-ing*, ask: 'What do you like doing?' Ask them to tell you things using words ending with *-ing*. For example, *going to [nearest town]*. Write the things they suggest in a numbered column on the board. Continue until there are ten. For example:
 1. *relaxing*
 2. *talking with my friends*

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3. *going to Mutare*
 4. *cooking*
 5. *dancing*
 6. *using WhatsApp*
 7. *looking after animals*
 8. *looking after my baby*
 9. *listening to the radio*
 10. *coming to SAGE sessions*
2. Each girl must write a column of numbers, 1 to 10, in her notebook or on a chalkboard.

Independent work

10 minutes

3. The girls work in pairs. Girl A asks Girl B all the questions. If the answer is positive, she puts a tick by that thing. If it is negative, she puts a cross (see example on the right).
Then the partners swap roles and repeat.
4. Go through the list of things on the board. For each thing, every girl whose partner likes that thing raises a hand. Remind the girls that they are answering for their partner, not for themselves. For each hand you see, add one to a tally chart. For example:
2. talking with my friends |||| |||| ||
5. Get the girls to count the scores for each thing. Then can they tell you what is the most popular activity, and what is the least popular.

1. ✓
2. ✓
3. ✗

Assess

Watch the girls as they work in pairs. Visit groups where the girls are quiet and who might be finding the activity difficult. Model the activity for them so they can join in. Note this down in your **Progress Book**.

Reflect



I paired a deaf girl with the learning assistant so she could help her answer the questions by signing. Other girls watched and wanted to know what the signs meant. The girls learned how to sign 'Thank you'.

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Learning English 4.2: Blending letters together

30 minutes

Plan

Write the learning objective on the board.

Learning objective:

- To blend letter sounds to make words

Do

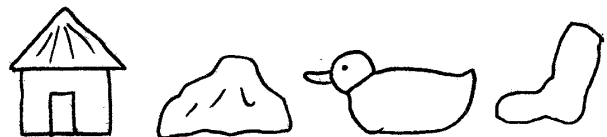
Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

15 minutes

- Write the letters *h, u, i, r, ck, e* on the board in a jumble like this:
- Point at one letter, and say the sound (**just the sound, with no other sound added**) as described for **Unit 2: Session 2**. Get the girls to repeat the sound several times. Repeat with the other letters.
- Explain that the sound for *ck* is exactly the same as *c* (as in *cat*) and *k*. In English, two letters can make one sound.
- The girls copy the letters onto their chalkboards or into their notebooks. Say the sound of one of the letters (or *ck*). They must point at the letter(s) that matches that sound.
- The girls work in pairs. They take it in turns to say a sound while the other points.
- Ask three volunteers to come to the front. Make them stand in a row of three, and give them the letter cards for the word *leg* in the correct order, as they did in Units 2 and 3. Then they hold up all three cards, and the whole group says the word together.
- Repeat stage 6 above with *hit, run, neck, big, back* (part of the body), *red* and *bus*. Demonstrate the words with actions, examples or simple pictures.
- Get three girls to come to the front. Repeat the activity with *hut, rock, duck* and *sock*.
- Wipe the board, so no letters are visible. Face the board. Choose one of the five new letters or *ck*, and write it in the air with your finger while saying the sound it makes. The girls stand up and do the same, copying your movement if they need to. Repeat with the other letters.
- Say a sound (but don't demonstrate the letter). The girls must draw the letter in the air. Repeat several times with the other letters. Then repeat again: this time they write the letters on their chalkboard or in their notebooks.

h u i
r ck e



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Independent work

15 minutes

11. Ask the girls to open their workbooks at page 35. Tell them to keep the tops on their pens, or to use the other end of the pencil. Show them how to complete the exercises.
12. The girls copy the letters in pen/pencil. Visit them while they do this, and help anybody who is having problems.

Assess

Open your **Progress Book** to the '**Letters, sounds and names**' page. Add the six new letters – *h, u, i, r, ck, e*. Put a ☒ next to the names of the girls who were able to say the sounds and blend them together to make words.

Reflect



Numeracy activity 4.3: How many customers

30 minutes

Plan

Write the learning objective on the board.

Learning objective

- To learn how to find totals by counting

You will need:

- ✓ to draw this table on the board or board before the session:

	Number of customers per day						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Treatment							
Box braids	3	4	2	1	4	2	4
Oil treatments	1	1	0	1	2	3	3
Weaves	2	1	2	3	2	4	3
Natural styles	0	2	3	2	1	1	4

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Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. Put the girls into groups of four.
2. Show them the table on the board. Tell them it is in their workbook too on page 25.
3. Tell them that Tjedza and Tjipo run a hair salon. They keep records of how many customers come in for different services every day.
4. Show them how to read the table.
 - For example, on Monday, three people come in for box braid, one for an oil treatment, two for weaves and no one came in for a natural style.
 - Read Monday again. As you say the numbers, move that number of beads along your bead string. Ask the girls to do the same.
 - So how many people came in altogether? Count the beads – six people came in. Repeat this if you need to.

Independent work

10 -15 minutes

1. Ask the girls to answer these questions in their groups. They are also written in the workbook on page 25.
 1. *How many customers came into the salon each day?*
 2. *Which day had the most customers?*
 3. *Which day had the least customers?*
 4. *Which days had the same number of customers?*
 5. *Tjedza does all the box braids and Tjipo does the weaves. Who had most customers in the week?*
2. When the girls have finished, discuss the answers. [Answers: 1 Mon 6, Tue 8, Wed 7, Thur 7, Fri 9, Sat 10, Sun 14; 2 Sunday; 3 Monday; 4 Wednesday and Thursday; 5 Tjedza]

Optional extension activity

3. Give each service a different price and ask the girls to calculate the total income on each day, and then the total in a week. You should set prices as whole amounts that the girls can total using their bead strings (or other resources). This might mean the prices are a bit unrealistic!

Assess

10 minutes

Start a new page in your **Progress Book** with the title 'Asking questions about numbers' and write a list of all the girls' names. Challenge the girls to think of three different questions to ask the rest of their group about the numbers in the table. Make sure they know the

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answer! Walk around and listen as the girls ask their questions. Record responses in your **Progress Book**. Note how confident they are in both asking and answering questions.

Reflect



The girls loved this activity and several aspire to be hairdressers. We decided to add some extra services to the list and the girls were able to suggest reasonable prices.

Learner's Self-Study Workbook

5 minutes

Guide the girls through what they need to do for the Unit 5 tasks before the next session.

- A. Complete any activities they did not finish in Unit 4.
- B. Look at the picture for Unit 5 (page 38) and decide what the story is about.
- C. Read the story if they want to.
- D. Answer the questions about it if they want to.

Unit 5: Community celebrations

The theme of this unit is **Community celebrations**. The girls are halfway through their first SAGE module and it is time to celebrate! Many girls will be proud of their learning and have enjoyed making new friends. Praise the girls to motivate them to keep attending their SAGE sessions. This unit also includes the first assessment of the girls' literacy learning.

Learning objectives

Numeracy

- To understand the value of each digit in a two-digit number (tens and ones)
- To represent and label two-digit numbers
- To recognise place value in two-digit numbers

Literacy/Learning English

- To listen to a story and track words in the text with a finger
- To be able to respond to a story and ask key questions
- To be able to track words in a sentence and then write it down
- To recognise and say the first 18 letters from the SAGE letters and sounds programme
- To read and copy a sentence accurately
- To practise writing skills
- To practise words with tricky spellings
- To respond to commands given in the imperative form

Subject and activity number	Activity	Time (mins)
Unit 5: Session 1		
Literacy 5.1	The unit story	20
Numeracy 5.1	First to 30	35
Learning English 5.1	Blending letters together	30
Unit 5: Session 2		
Learning English 5.2	Word races	20
Numeracy 5.2	How many tens?	25
Numeracy 5.3	Making and writing two-digit numbers	20
	Learner's Self-Study Workbook	5

Unit 5: Session 1

Literacy activity 5.1: The unit story

20 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To listen to a story and track words in the text with a finger
- To be able to respond to a story and ask key questions

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Ask the girls to open their workbooks on page 38 and invite them to describe what they can see in the picture. What is happening in the village? Why are all these people working together? What are they doing? What is Zendaya doing? The girls answer in English or their home language. Then follow the same procedure that you did for the story in the previous unit (allow the girls to use their home language whenever they need to):

1. The girls say what they think is going to happen in the story.
2. Read the story in the girls' home language. The girls follow the text with their fingers if they can. Perhaps ask the whole group to read some sentences from the story all together, following your example. Then the girls tell you what happened in the story.
3. Read the story aloud in English. The girls follow with their fingers if they can.
4. Read the story again. Again, the girls follow with their fingers if they can.
5. Translate the questions on page 41. The girls then find the answers in pairs.

Assess

Choose six girls to answer the questions. [Answers: 1 there had been a lot of rain, 2 to repair the roads, 3 made some buns, 4 gave them to the people in the *nhimbe*] Record how well they answer the questions. Are they confident? Do they choose to speak in their home language or in English? Record how confident they are in your **Progress Book**.

Reflect



The girls are excited to hear what's going to happen in the story and many have read it before the session. Many girls are gaining confidence in reading aloud. This is good news.

Module 1a

Numeracy activity 5.1: First to 30

35 minutes

Plan

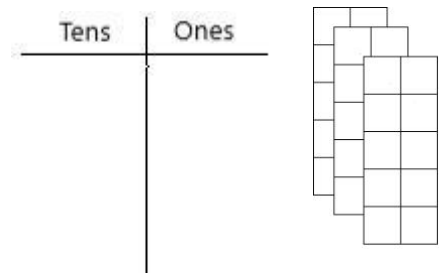
Write the learning objectives on the board.

Learning objectives

- To understand the value of each digit in a two-digit number (tens and ones)
- To represent and label two-digit numbers

The girls will need:

- ✓ for each girl: a bead string, three ten frames, 30 counters, a place-value chart and paper. The ten frames can be drawn on large sheets of paper.
- ✓ for each pair of girls: a dice
- ✓ for each group of 4–6 girls: a large piece of paper.



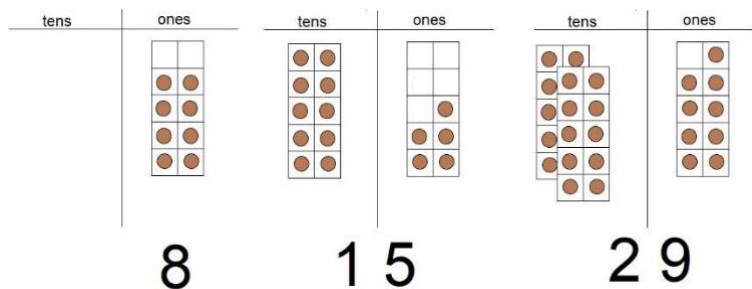
Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

The game is played in pairs. Each girl has three ten frames, 30 counters, a place-value chart and paper. Each pair has a dice. The aim is to be the first player to get a total of 30 by rolling the dice.

1. Play the game as a group first.
2. Split the group into two teams. Each team has three ten frames, 30 counters, a place-value chart and paper. Tell the teams to put a ten frame in the 'ones' column of their place-value chart.
3. Ask one team to roll the dice and call out the number. A girl should put that number of counters in the ten frame. The other team does the same thing.
4. Repeat in turns until a team fills the first ten frame. Ask the girls what they think should happen now.
5. Talk about a full ten frame. Why can it not stay in the 'ones' column? What should we do with it?
 - It is no longer 'ones', but a group of ten.
 - We can see that no more than nine counters can be in the ones column before we have to move it to the tens column.

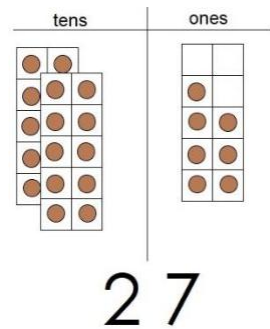


Module 1a

6. Move the full frame to the 'tens' column and a new empty one in the 'ones' column and play continues.
7. Stop when one team fills a second ten frame. Ask: '*How many do we now have? What do we need to do?*'
 - The full ten frame moves into the tens columns, as no more than nine can be in the ones column.
 - We now have two groups of ten.
8. Continue with a third ten frame, until one team reaches 30. They are the winner.

Independent work

1. Now put the girls into pairs to play the game. The winner is the first to 30 (the first to fill three ten frames).
2. As the girls play, walk round and ask questions.
 - *How many counters do you have?*
 - *Is there a quicker way to count than counting in ones?*
 - *How many groups of ten do you have? How many ones?*
 - *How would you write the number of counters you have?*
3. To finish, draw some place-value charts and ten frames on the board and talk to the girls about the numbers being shown. How many groups of ten are in the tens column? How many in the ones column? Write the number under each column. For example, 7, 15, 27, 33, 40.



Assess

Ask the girls to complete the activity on page 37 of their workbook, writing the number underneath the chart. The first one has been done for them. Note their responses.

Reflect



I collected egg boxes and used these as ten frames. They are really effective and are good for all the girls to work with. I keep them in the hub and make sure girls can always use them in their activities if they choose.

Learning English 5.1: Blending letters together

30 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives:

Module 1a

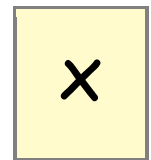
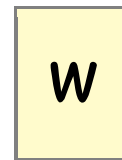
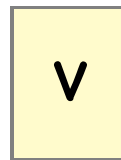
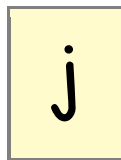
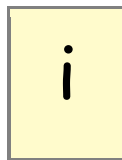
- To be able to track words in a sentence and then write it down
- To recognise and say the first 18 letters from the SAGE letters and sounds programme
- To read and copy a sentence accurately
- To practise writing skills

Key vocabulary

van, six, leg, win, fan, box, web, cat, ant, frog, man, dog

You will need:

- ✓ make flashcards for the letters below. Write each letter in its small form (not capital) with a marker pen, so it fills a piece of manila or paper which is at least A4 size (21 x 29.7cm) or use small chalkboards. You will also need some of the letters from Units 2, 3 and 4.



Do

Point to the learning objectives and tell the girls what they are learning in this activity.

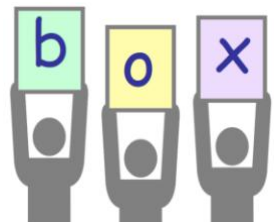
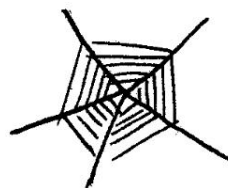
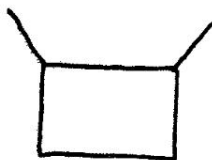
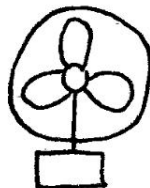
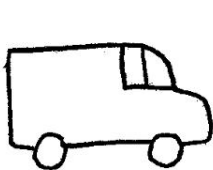
Guided work

15 minutes

1. Repeat the activity as described in Units 2, 3 and 4 with these words:

van six leg win fan box web

jump went frog jacket (with five cards: j / a / ck / e / t)



Write one of the sentences below on the board. After you write each sentence, get the group to practise saying it together a few times: tap each word, and the group says that word as you tap it. Repeat with the other sentences.

The cat is in the box.

The ant is in the web.

The frog jumps on the box.

The man and the dog are in the van.

The cat is in the box.



Module 1a

Independent work

1. Each girl chooses one sentence, and copies it into her notebook. Then she must draw a small picture to go with it. Don't accept '*I can't draw*' – *everybody* can draw a very simple picture! When they have finished, they choose another sentence and repeat. Continue until the early finishers have written all four sentences, and everybody has completed at least one.
2. While the girls are working independently, you need to complete the assessment activity (below).

Assess

15 minutes

1. Open your **Progress Book** on the '**Letters, sounds and names**' page. Put the girls into groups of six, grouping together girls who have a ☒ next to their name and those who do not.
2. Do this activity with one girl at a time. You will repeat this activity in Unit 6 so that you can listen to every girl. During this time, the other girls can complete their workbook activities.

s	a	t	p	i
n	m	d	g	o
Only girls who have scored 8, 9 or 10 continue				
c	k	e	u	r
h	i	ck		

3. This is a quick activity to check the girls' learning of letters and sounds. There are some important things to remember:
 - Ask her to try all the letters in one row. If she is happy, ask her to try the next row, then the next, until she has finished.
 - It is important to give the girls lots of praise as they try the letters. Say '*Well done*' after every attempt.
 - If the girl says she does not know a letter, move on to the next one.
 - If a girl spends more than a few seconds on a letter, quickly move on to the next.
 - Mark a ☒ or ☐ for the letter sound and letter name next to each girl's name in your **Progress Book**.

For each girl: Point to each of the letters in the table below and ask the girl to:

- tell you the sound of the letter
- tell you the name of the letter.

Module 1a

Some girls will have gaps in their learning. This is expected and means they need more practise in Module 1b. The modules are designed to help the girls continue to learn. As the community educator, you must keep records of the girls' progress in your **Progress Book**. Good records help you to teach all the girls.

Reflect



This was a new activity for me. I asked the girls to work independently, while I checked one girl's learning at a time. I was happy that the girls could do this alone. I completed the assessment on 12 girls – it was very quick to do!

Unit 5: Session 2

Learning English activity 5.2: Word races

20 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To practise words with tricky spellings
- To respond to commands given in the imperative form

You will need:

- ✓ the **tricky word flashcards** you made for Unit 4

I my you do to be me she

- ✓ and add three more: **we go no**

Note: If you think these words will be too easy for your learners, here are some alternatives (all are in the story for this unit): *said, there, water, some, people, too, was, when, all, don't.*

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

1. You need lots of space to play this game. Move chairs and table out of the way. If this is not possible, you could play the game outside.

2. Place the flashcards around the room. They could be fixed to the walls, on the floor, leaning against the wall, or in a large circle on the ground outside.
3. Ask four girls to come to the front. Put them in two teams of two.
4. When you say 'go', two girls say one of the words to their partners.
5. The other two girls must go to the words that their partners said. The first to reach the word wins a point.
6. They can walk fast but they must not run (otherwise somebody might fall over and be injured). Any girl with a physical disability can participate fully – she can be the one who chooses and says the word.
7. Do this up to five times for each group of four girls and select a different word each time – it is the 'best of five' to decide the winner.
8. Repeat with further groups of four until everybody has had at least one turn.

Assess

Note down in your **Progress Book** the girls who found this activity easy. Next time, they can be the 'teacher' and call out the instructions.

Reflect

This was a fun activity. I was the first to the word three times!



Numeracy activity 5.2: How many tens?

25 minutes

This activity introduces the girls to bundles of sticks as a resource to help them understand place value.

Plan

Write the learning objectives on the board.

Learning objectives

- To understand the value of each digit in a two-digit number (tens and ones)
- To represent and label two-digit numbers

Each group of six girls will need:

- ✓ 50 small sticks or twigs (shorter than your hand) and a bag to put them in
- ✓ wool or elastic bands to bundle the sticks
- ✓ chalkboards.

Module 1a

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. Hold up a bag with about 50 small sticks in.
2. Ask a volunteer to pick out a large handful of sticks. Make sure everyone can see them.
3. Ask the group to count the sticks together, but each time they get to ten, stop them and tie the ten sticks together. Start from 'one' again and carry on counting until there are no sticks left, tying each ten into a bundle.
4. Ask how many bundles of tens there are. How many ones?
5. Count the bundles of sticks in tens and the ones. For example, if there are two bundles and three ones, count, 'ten, twenty, twenty-one, twenty-two, twenty-three'. Write 23, saying 'two tens and three ones' as you write.

Independent work

15 minutes

1. In groups of six, the girls should repeat this activity, each taking a turn.
2. The sticks should be returned to the bag for the next girl to have a turn.
3. When all the girls have had a turn, they should compare their numbers. The girl with the greatest number of tens is the winner. If two or more girls have the same number of tens, they should see who has the greatest number of ones.
4. The girl with the highest number is the winner.

Assess

As the girls are playing the game, take note of those who are still struggling to count in ones to 10, and those who struggle to count in tens and then ones. Also take note of those who can immediately recognise the number from the bundles of tens and ones as they may be ready for more challenging activities.

Reflect



I collected sticks with other community educators and prepared them for our sessions together. We hadn't come across this strategy before and practising this activity together was useful preparation.

Module 1a

Numeracy activity 5.3: Making and writing two-digit numbers

20 minutes

Plan

Write the learning objective on the board.

Learning objective

- To recognise place value in two-digit numbers

Each group of three girls will need:

- ✓ a dice and numeracy resources (bead string, ten frames and counters, bundles of sticks).

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

5 – 10 minutes

1. Roll a dice and make two different two-digit numbers, e.g. 32 and 23.
2. Ask a girl to demonstrate how to make each number using a bead string, a ten frame and a bundle of sticks.
3. Challenge them to see who can do it quickest.
4. Now write the numbers in different ways on the board, e.g. 'thirty-two', '32', '10 + 10 + 10 + 2', '30 + 2' and so on. Encourage the girls to suggest ways to write the other number and write these down.

Independent work

10 – 15 minutes

1. Put the girls into groups of three.
2. Ask them to play the game three times, taking it in turn to roll the dice and swapping the resource each time (so each girl uses the bead string, ten frame and sticks once).

Assess

Pay attention to the strategies the girls favour or struggle with. The stick bundles will be used again in the next unit, so address any misconceptions you come across.

Reflect

5 minutes

1. Write the following text on the board: *Today, I enjoyed ... because ...*

2. Ask the girls to think about today's learning. But first you will model the sentence:
Today, I enjoyed using bundles of sticks because it made my numeracy learning easier.
3. Think, Pair, Share:
 - **Think:** Ask the girls to think about how they would complete the sentence.
 - **Pair:** Ask the girls to say their sentence to the girl sitting next to them.
 - **Share:** Ask the girls to join with another pair and share their sentences.

Learner's Self-Study Workbook

5 minutes

Guide the girls through what they need to do before the next session:

- A. Complete writing exercises E and F for Unit 5 (page 42). Get the girls to do this with the caps on their pens or the wrong end of their pencils in the session. Then ask them to do it in pen/pencil at home.
- B. Look at the picture for the Unit 6 story (page 44) and decide what the story is about.
- C. Read the story if they want to.
- D. Answer the questions about it if they want to.

Unit 6: My community

The numeracy activities support the girls' financial literacy in order for them to feel confident in using money. This unit introduces the numeracy assessment activities that need to be completed.

Learning objectives

Numeracy

- To see patterns in how numbers are formed, using tens and ones
- To add numbers with a sum up to 50
- To practise forming and comparing two-digit numbers
- To explore and combine coins of different values (1c, 5c, 10c, 25c, 50c)

Literacy/Learning English

- To listen to a story and track words in the text with a finger
- To respond to oral questions and give reasons for their answer
- To blend sounds together to make and write simple words
- To structure a simple question and answer in English
- To match letter sound (phoneme) to written letter (grapheme)

Subject and activity number	Activity	Time (mins)
Unit 6: Session 1		
Literacy 6.1	The unit story	20
Numeracy 6.1	Sticks and squares	20
Learning English 6.1	Blending letters together	30
Numeracy 6.2	Fifty and no more	25
Unit 6: Session 2		
Literacy 6.2	Throw a ball and catch an answer	10
Learning English 6.2	Letter-sound bingo	20
Numeracy 6.3	Making money	40
Numeracy 6.4	Money games	40
	Learner's Self-Study Workbook	5

Unit 6: Session 1

Literacy activity 6.1: The unit story

20 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To listen to a story and track words in the text with a finger
- To respond to oral questions and give reasons for their answer

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Ask the girls to open their workbooks on page 44. Invite them to describe what they can see in the picture. Ask: *'What are the boxes?'* (bee hives) *'Why do people have bee hives?'* The girls can answer in English or their home language. Then follow the same procedure that you did for the story in the previous unit. Allow the girls to use their home language whenever they need to.

1. The girls to say what they think is going to happen in the story.
2. Read the story in the girls' home language. The girls follow with their fingers if they can. Perhaps ask the whole group to read some sentences from the story altogether, following your example. Then the girls tell you what happened in the story.
3. Read the story aloud in English. The girls follow the text with their fingers if they can.
4. Read the story again. Again, the girls follow with their fingers if they can.
5. Translate the questions on page 49. The girls then find the answers in pairs.

Assess

Choose six girls to answer the questions. [Answers: 1 a bee stung her, 2 three, 3 about 100 buckets, 4 sold it] Record how confidently they answer the questions (and whether they choose to speak in their home language or in English) in your **Progress Book**.

Reflect



I noticed that I now have comments on all the girls in my **Progress Book**. I am going to focus on how confident they are in listening to English and answering questions. For higher-attaining girls, I am going to focus on their writing in English.

Module 1a

Numeracy activity 6.1: Sticks and squares

20 minutes

Plan

Write the learning objective on the board.

Learning objective

- To see patterns in how numbers are formed, using tens and ones

You will need:

- ✓ to draw a giant 10 x 5 grid on the ground or a large sheet of paper. This is half a number square (a whole number square is shown on p.43 of the Learner Worokbook). Write 1–10 on the top row and 10–50 in the final column. The other squares (11–19, 21–29, 31–39 and 41–49) are left blank.

1	2	3	4	5	6	7	8	9	10
									20
									30
									40
									50

- ✓ as many twigs and small sticks as you can collect. You will need at least 30 single twigs and 15 bundles of 10 sticks tied together with wool. The twigs should be small – shorter than the length of your hand.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

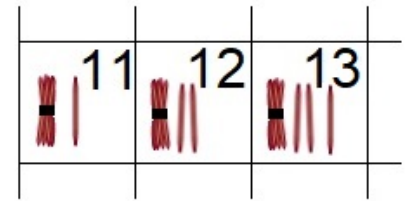
Guided work

1. Gather around the number grid. Count from 1 to 10 and back together, then 10 to 50 and back. Point to the numbers as you do this.
2. Point out that when moving across the columns in a number grid, we count in ones; when moving down the rows, we count in tens.
3. Place one stick in the '1' box. Ask different girls to place the correct number of sticks in each of the boxes from 2 to 10 in turn.
4. Now exchange the ten sticks on 10 with one bundle of ten sticks. You have replaced 10 'ones' for one group of ten. Explain that the '1' in 10 means 'one group of ten' and the '0' means no 'ones'.
5. Write 11 to 20 in the next row on the grid.
6. Ask a girl to place the correct number of sticks in the '11' box. If she places 11 single sticks, explain that is not wrong, but there is another way. Help her to exchange 10

Module 1a

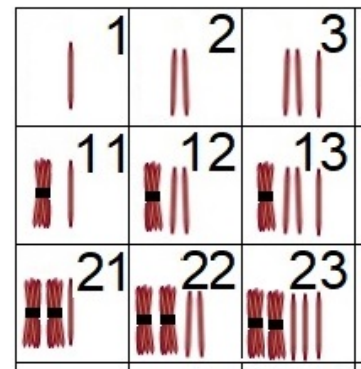
of the sticks for one group of 10. Ask: 'What does the first "1" in "11" mean?' (one ten) 'What does the second "1" mean?' (one more one)

7. Ask a girl to place the correct number of sticks in the '13' box. She should place one group of ten and three ones. If she does not, swap it out and explain why you are doing so.



8. Ask the girls what they notice about the columns, for example the column with '1' at the top, or the column with '3' at the top. Each box in the column has the same number of ones, but in the second row each also has one bundle of ten.
9. Point to the box below 13.

10. Ask: 'What number should go in the box below 13?' The answer is 23. How did they know that? Did they count to 23? Or did they spot a pattern? What is the pattern? As you go down the column, the number of ones stays the same, but the bundles of ten increase.



11. Ask a girl to place the correct number of sticks in the '23' box. That is two bundles of ten and three ones.
12. Ask the girls to look at all the boxes that have been completed in the 3' column. What's the same, what's different? Point to the next box in the 3s column. Ask: *How do you think the number that goes here might be made with sticks? What number might it be?* This is 33.
13. Continue to 43 and do the same.
14. To finish the activity, count to 50 in ones together and back. Then count in tens from 3 and back (3, 13, 23, 33, 43, 33, 23, 13, 3).
15. Tell the girls that the table they have just made is in the Learner Workbook (p,43) and is called a number square, The square goes from 0-100.

Assess

Point to a number on the grid and ask girl to count in tens forward or backward from that number. Stop her and ask another to take over. Pick a new number and repeat (you may use numbers that are not on the grid). Note the girls that have picked up the pattern and those that are still unsure.

Reflect



This was a really important activity. It took a while to get going and we did a lot of talking. Some girls spotted the pattern quite quickly, but others weren't so sure. So, we did some extra numbers to help them spot it – we made 12, then 22, then 32, and then 14, 24 and 34. Once we had those, everyone spotted it! I'm going to ask the girls to look at the number square in their workbook later to remind them.

Module 1a

Learning English 6.1: Blending letters together

20 minutes

Plan

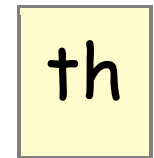
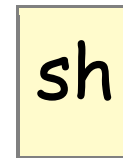
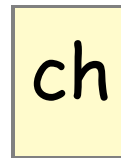
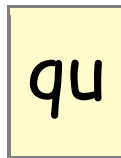
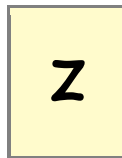
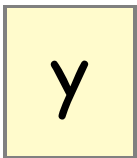
Write the learning objective on the board.

Learning objective

- To blend sounds together to make and write simple words

You will need:

- ✓ to make flashcards for the letters below. Write each letter in its small form with a marker pen, so it fills a piece of manila or paper which is at least A4 size (21 x 29.7cm) or use small chalkboards. You will also need some of the letters from Units 2 to 5.



Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

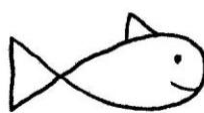
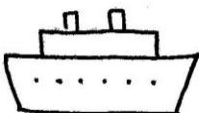
10 minutes

Repeat the activity as described in Units 2–5 with these words:

yes zip shop (sh / o / p) ship (sh / i / p) chin (ch / i / n)

thin (th / i / n) this (th / i / s) fish (f / i / sh)

quick (qu / i / ck) chicken (ch / i / ck / e / n)



Independent work

10 minutes

Each girl chooses one sentence, and copies it into her notebook. Then she must draw a small picture to go with it. When they have finished, they choose another sentence and repeat. Continue until the early finishers have written all four sentences, and everybody has completed at least one.

Module 1a

Assess

While the girls are working independently, you need to continue with the **Letter, sounds and names** assessment you started in Unit 5. Do the activity with one girl at a time. During this time the other girls can complete their workbook activities.

Numeracy activity 6.2: Fifty and no more

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To add numbers with a sum up to 50
- To practise forming and comparing two-digit numbers

You will need:

- ✓ a pair of dice for each group of four girls
- ✓ to prepare a new page in your Progress Book called 'Number sense'. Make a table similar to the one below. You will use the blank columns in Units 7 and 9.

You will do this assessment and complete this table with individual girls as they do the independent part of the activity below.

	Numbers 1–20		Counting objects 1–10					
	Reached	Problem numbers	Identified	Not identified				
Zendaya								
Precious								
Vimbai								

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

The aim of this game is to roll dice, add the numbers and get as close to a total of 50, without going over, as possible. You can roll as many times as you like, rolling either one or two dice at a time.

1. Start by showing how to play the game. Roll two dice and make a two-digit number, e.g. 1 and 4 could make 14 or 41 and you choose 14.

Module 1a

2. Decide how many dice to roll. Say you are going to roll two as you are not that close to 50 yet, e.g. roll and get 2 and 3, You choose 32. Add the two numbers (using any bead strings or ten frames). E.g. the total is now 46.
3. Explain you are going to chance rolling once more, but just one dice e.g. you roll a 3. Add this to your total e.g. 49. Explain that you don't want to go over 50 so you will now stop. If you go over 50, you're out!
4. Ask a confident girl to take a turn. Talk through the decisions she makes – how many dice she rolls each time and how many rolls to take.
5. Declare the winner – whoever is closer to 50!

Independent work

1. Put the girls into groups of around four to play the game.
2. They should have access to resources (bead strings, ten frames or stick bundles) to find the totals.
3. They can keep score on their chalkboards.
4. Whilst the girls are playing, do the assessment below with individual girls.

Optional extension activity

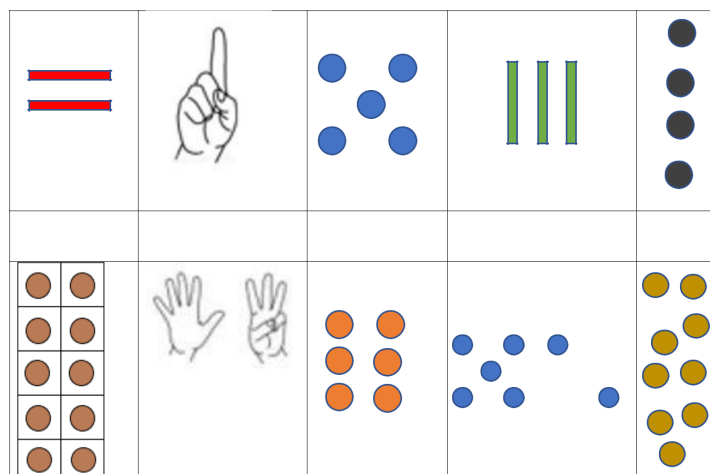
5. To extend the game or make it more challenging for girls who are finding it too easy, change the target number to 100.

Assess

Ask these questions to one girl at a time. During this time, the other girls can continue with the game above. These quick questions check the girls' developing number sense. Give lots of praise as they count and say '*Well done*' regularly. Encourage the girls to use their fingers to help count (if they need to).

1. Ask the girl to start counting to ten. If she is happy to, ask her to continue counting to 20.
*Note the number reached and any numbers that were missed or incorrect in the table you created in your **Progress Book**.*
2. Show her the following images and ask her '*How many?*' If the girl says she does not know a number or hesitates for a few seconds, praise her attempt and ask her to continue if she can.

*Note the number identified and any numbers that were missed or incorrect in your **Progress Book**.*



Reflect



I sat with the groups as they played the game and asked a girl the questions one at a time. It was quick and the girls supported each other. They seemed to find the questions less intimidating and formal using this approach. Some of them rushed through so they could get back to their game!

Unit 6: Session 2

Literacy activity 6.2: Throw a ball and catch an answer

10 minutes

This is a quick activity for the whole group. You do not need to write down the learning objective.

Learning objective

- To structure a simple question and answer in English

You will need:

- a ball or something to throw.

Do

1. This activity practises spoken language that requires a question/answer pattern. For example, 'Good morning/afternoon. How are you today?'; 'Good morning/afternoon. What do you hope to learn at SAGE today?'; 'Good morning/afternoon. What did you enjoy/not enjoy about your self-study tasks?' If the girls are confident, try this activity in English.
2. The girls stand in a circle. One girl throws the ball to a girl on the other side of the circle. The first girl has to say the appropriate sentence as she throws. For example, 'Good morning/afternoon. How are you today?'
3. The girl catching the ball holds onto it and answers. For example, 'I am very well today. Thank you.' She then thinks of her own question and throws the ball to another girl.
4. Remember, the sentences they practise should be fairly short. If you play the game in English, help the girls who may find it difficult to structure the sentence – you may need to demonstrate.

Module 1a

- If there is a girl with a visual impairment, nominate another girl to be her partner to help catch the ball. The girl can throw the ball, but her partner may need to help with directing it.

Assess

Note down in your **Progress Book** which girls were less confident.

Learning English activity 6.2: Letter-sound bingo

20 minutes

Plan

Write the learning objective on the board.

Learning objective:

- To match letter sound (phoneme) to written letter (grapheme)

Do

Point to the learning objective and tell the girls what they are learning in this activity.

You played 'Letter-sound bingo' in Unit 2: the girls chose letters to fill their bingo grids, then took turns to call out a letter sound.

It may be that many of the letter sounds were unfamiliar to the girls, and it was not easy for them to play the game successfully. Repeat it now. After working with letter sounds in previous sessions, they will probably now be a lot more confident.

Remember to use **only the sound the letter represents**, without any extra sound. For example, 'sss' not 'ess' or 'sah'.

b	e	m
ø	t	w

Assess

Watch the girls as you play. Who is finding it easy? Who is finding it more difficult? You will need to support struggling girls in the next sessions.

Reflect

This first time we played the game I did not understand the rules. This time it was much easier.



Module 1a

Numeracy activity 6.3: Making money

40 minutes

In this activity you will create a set of coins. The girls design the coins in small teams and decide as a group what their currency will be called. At the end of the session, they vote to find out which is the favourite design for each coin. In future sessions, learners will use these 'coins' to decide how to pay for different items.

Plan

Write the learning objectives on the board.

Learning objectives

- To know values of different coins
- To interpret data in a table

You will need:

- ✓ for each group of three/four girls: five pieces of paper and something circular to draw around, e.g. a plate
- ✓ A large grid so you place the pebbles/counters in a block graph to compare the number of votes for each design.

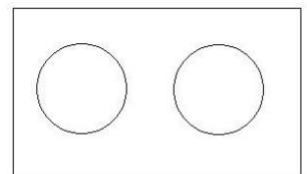
Do

Point to the learning objective and tell the girls what they are learning in this activity.

Independent work

25 minutes

1. Explain that the hub is going to have its own set of 'money' and that are going to design it.
2. Ask the girls what coins they know about.
3. Tell them they are going to design these coins: 1c, 5c, 10c, 25c, 50c. Write these somewhere everyone can see.
4. Put the girls in groups of three or four and explain that they are going to decide what the coins look like. Discuss the important information that should be included on the coin. For example, the value of the coin and the hub name. Write this where everyone can see.
5. Ask the girls to design one coin on each sheet of paper.
6. They should draw two circles, one for the front of the coin, one for the back.
7. The girls should agree the designs in their group. Everyone should take part in the design and drawing. Walk around and talk to the girls as they work.



Module 1a

Guided work

15 minutes

1. Bring the girls back together and explain that you are going to make a decision about hub currency as a group.
2. Lay out all the designs for each coin. Group all the 1c designs together, all the 5c together and so on.
3. Give each girl five pebbles or counters. Each girl is going to vote for their favourite coin of each value. They can vote for one 1c, one 5c and so on.
4. Ask the girls:
 - *How we can make sure the voting is fair?*
 - *How might you be influenced by others? How can we avoid this? Can you vote for your own design?*
 - Ask for ideas. For example, girls could vote one at a time with no one watching; the pebbles/counters could be placed under a bowl, so no one could see what has already been voted for.
 - Agree a fair system.
5. Carry out the vote. When everyone has voted, gather the girls around so you can count the votes for each design together.
6. For each coin value, line up the votes for the different designs on your grid, so everyone can see which is the winner.
7. Declare the winner for each coin.
8. Keep all the designs. If there is space, display them on the walls of the hub.
9. Cut out the winning designs and stick the front and back together to 'make' the coin. You could use these to decorate the hub. You will need to prepare some currency for the next activity and for Unit 7 for the girls to use from bottle tops or similar. You could use the designs to decorate the box they are stored in or similar.

Assess

Listen to the girls as they work and address any misconceptions.

Ask questions such as 'How many more votes does this coin have than that one?' to check understanding of reading block graphs.

The girls will use the currency they create in the next activity.

Reflect

I had never thought much about currency much before and why we have different coins. It was interesting! I was pleased that my design for the 5c coin was chosen. I liked using a block graph to find out which team was the winner – it is very easy to tell, even if you are not good at counting!

Module 1a

Numeracy activity 6.4: Money games

40 minutes

Plan

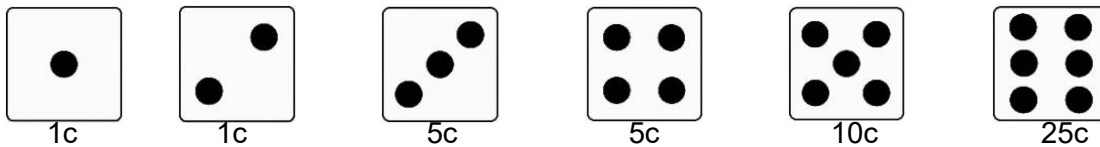
Write the learning objectives on the board.

Learning objectives

- To explore and combine coins of different values (1c, 5c, 10c, 25c, 50c)
- To add numbers with a sum up to 50

You will need:

- ✓ for each group of four/five girls: a dice and a pile of 'coins' (1c, 5c, 10c, 25c, 50c). You will need to prepare plenty of these (at least 20 of each coin for each group of five girls). Bottle tops make good coins. You can write the amount on them with a marker. You can also make coins from paper, but these will not last.
- ✓ bead strings and ten frames
- ✓ To draw this on the board.



Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

15 – 20 minutes

1. Gather the girls in a semicircle and place all the 'coins' on the floor.
2. Take a 5c coin and stick it on the board.
3. Ask a volunteer to find coins on the floor that 'make' the same value as one 5c coin. ($5 \times 1c$)
4. Ask if there are any other ways of making 5c? (*no*)
5. Repeat with 10c, 25c and 50c coins. They are many ways to make 50c; two or three is enough.
6. Ask the girls to now play a game. Play the game with two girls to show the whole group.
7. The aim of the game is to make a total as near to possible to 50c in one line. If a player goes over 50c in any line, she 'goes bust' and cannot play anymore.
 - Each player rolls the dice in turn. She looks at the diagram on the board (also in the workbook page 43) to see the value. For example, rolling a 5 is 10c. She writes this on her chalkboard.
 - On her next turn, she rolls again. She adds this number to her total OR if the total will exceed 50 starts a new line. For example, if she had a total of 35c and she

Module 1a

rolled a 25c she should start a new line as adding it to the existing line would go over 50c.

- A player can have up to three lines.
- The girls can use bead strings, ten frames or number lines to help find totals.
- The winner is the first girl to make exactly 50c on a line, or if none of the girls can go without going 'bust', the girl who has the total that is closest to 50c.

Line 1	5c	1c	10c	25c	5c
Line 2	25c	10c	10c		
Line 3	10c				

Independent work 20 minutes

Put the girls into groups of four/five to play the game.

Optional extension

Include a 50c coin and make the total \$1 (or more). Leaving out coins such as the 25c coin will also make the activity more challenging.

Assess

Listen to each group as they play. Ask the girls questions, for example:

- *How many more do you need to get 50c?*
- *Which value do you hope you won't throw on the dice?*
- *What is the lowest number of goes you could have to win?*
- *Do you know any number facts that help you add your totals quickly?*

Reflect



I was so surprised how many different ways I could make totals. I think checking my change at the market is going to be so much easier for me now!

Learner's Self-Study Workbook

5 minutes

Guide the girls through what they need to do for the Unit 6 tasks before the next session.

- Complete the writing exercises (F and G) for Unit 6. Get the learners to do this with the caps on their pens or the wrong end of their pencils in the session. Then ask them to do it in pen/pencil at home.
- Look at the picture for the Unit 7 story (page 53) and decide what the story is about.
- Read the story if they want to.
- Answer the questions about it if they want to.

Unit 7: The women I look up to

The SAGE programme seeks to empower young women and help them feel confident in making decisions about their own lives. There will be many women in your community the girls will look up to. Invite one of the community women to this session. Before she comes to the session, ask her to think about her own learning journey, the choices she made and what she thinks about being a woman the girls look up to. Ask the girls in Session 1 which woman they would like to invite.

Learning objectives

Numeracy

- To practise addition using different strategies covers
- To practise forming and comparing two-digit numbers
- To practise addition using different strategies
- To practise addition and subtraction using money

Literacy/Learning English

- To listen to a story and track words in the text with a finger
- To ask and respond to questions
- To blend letter sounds to make words
- To read and copy a sentence accurately
- To communicate in English and talking about the future with *going to*

Subject and activity number	Activity	Time (mins)
Unit 7: Session 1		
Literacy 7.1	The unit story	30
Learning English 7.1	Blending letters together	30
Numeracy 7.1	The family budget	60
Unit 7: Session 2		
Literacy 7.2	Responding to questions	30
Numeracy 7.2	Three in a row	25
Numeracy 7.3	The first to 50	25
	Extra session: Asking questions	35
	Learner's Self-Study Workbook	

Unit 7: Session 1

Literacy activity 7.1: The unit story

30 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To listen to a story and track words in the text with a finger
- To ask and respond to questions

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

1. Ask the girls to open their workbooks on page 53. Invite them to describe what they can see in the picture. What is happening in the picture? What do you think the mobile phone repairer is saying to Vimbai? The girls can answer in English or their home language.
2. Then follow the same procedure that you did for the story in the previous unit (allow the girls to use their home language whenever they need to).

Assess

1. Choose six girls to answer the questions. [Answer: 1 Vimbai dropped her phone. 2 The SIM card moved. 3 Vimbai bought some bananas. 4 Tjipo fixed the phone. 5 Vimbai gave Tjipo a banana.]
2. Record how well they answer the questions. For example, are they confident in answering? Do they choose to speak in their home language or in English? Record how confident they are in your **Progress Book**.

Reflect

5 minutes

1. The girls stand in a circle. You stand in the middle of the circle.
2. Throw the ball to each girl in turn and say something they have done that has pleased you. Keep the comments short. For example, *'You always try your hardest in numeracy'*; *'Your workbook is always neat and tidy'*; *'You always help other girls'*.
3. Go all the way around the circle so that every girl has a positive comment. Encourage the girls to respond in English, *'Thank you'*.
4. To extend the activity, ask for volunteers to take on the role of teacher.

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Learning English 7.1: Blending letters together

30 minutes

Plan

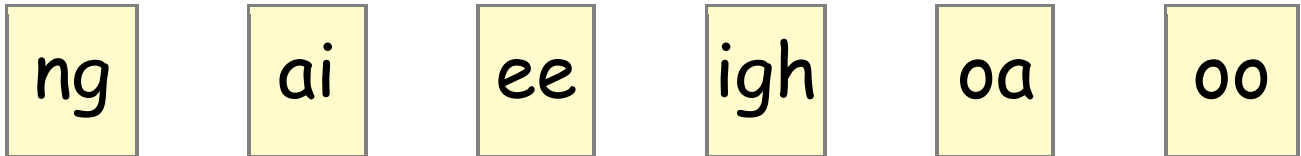
Write the learning objectives on the board.

Learning objective:

- To blend letter sounds to make words
- To read and copy a sentence accurately

You will need:

- ✓ to make flashcards for the letters below. Write each letter in its small form with a marker pen, so it fills a piece of manila or paper which is at least A4 size (21 x 29.7cm) or use small chalkboards. You will also need some of the letters from Units 2 to 5.



Do

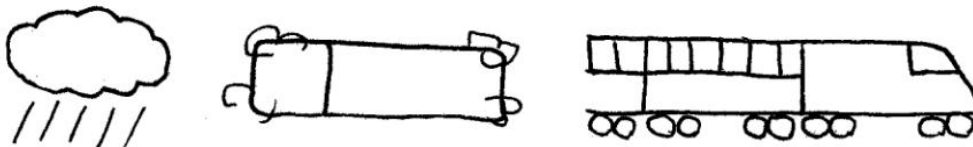
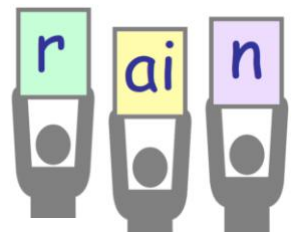
Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

20 minutes

1. Repeat the activity as described in Units 2 to 5 with these words:

sing (s / i / ng)	rain (r / ai / n)	soap (s / oa / p)
high (h / igh)	foot (f / oo / t)	feet (f / ee / t)
book (b / oo / k)	night (n / igh / t)	green (g / r / ee / n)
train (t / r / ain / n)	bring (b / r / i / ng)	



2. Write the sentences below on the board. After you write each sentence, get the group to practise saying it together a few times: tap each word, and the group says that word as you tap it. Repeat with the other sentences.

It is night. (You could draw a night sky with moon and stars.)

We sing in the rain.

The soap is on the book.

The train is going to Harare. (You could draw a train and a sign pointing to Harare.)

Module 1a

Independent work

10 minutes

- Each girl chooses one sentence, and copies it into her notebook. Then she draws a small picture to go with it. Continue until the early finishers have written all four sentences, and everybody has completed at least one.

Assess

Choose six girls to sit with. Note down in your **Assessment Book** how well they hold the pen/pencil, how they form the words and sentences. Ask girls who are confident to read the sentences to you.

Reflect



The girls have done well with this activity. Learning letters and sounds helps them build words.

Numeracy activity 7.1: The family budget 60 minutes

In this activity, the girls create a short shopping list from the pictures in the workbook. They will use two different approaches to help them total the cost of these items.

Plan

You will need:

- ✓ sticks and bundles as used in Numeracy activity 6.1, place-value charts and bead strings
- ✓ to add two new columns to your table on the 'Number sense' page in your **Progress Book**, as shown below:

	Numbers 1–20		Counting objects 1–10		Ordering numbers (3)	Strategic counting (3)		
	Reached	Problem numbers	Identified	Not identified				
Zendaya								
Precious								
Vimbai								

Module 1a

Do

Guided work

20 minutes

1. Explain that Butjilo admires her mother and how she can shop for the family with a small budget.
2. Look at the pictures on page 51 of the workbook together.
3. Read out the names, matching the word to the pictures. Read out the prices.
4. Tell the groups that they are going to 'go shopping'. They can buy three things. They need to find the total cost to make sure they have enough to pay.
5. Pick the soap, mealie meal and cooking oil, and show how this could be totalled using the sticks and place-value chart.
6. Turn to page 52, Activity B. Remind the girls of how you made numbers from bundles of sticks in the previous unit (Unit 6). For example, 13 is one bundle of ten and three more ones. Work through the diagram together, tying a bundle of 10 sticks together and moving it to the tens column. You may like to do another example on the board.

		Tens	Ones
Soap	\$3		
Mealie-meal	\$6		
Oil	\$9		
Total			

I have eighteen ones. The rule is 'no more than nine in a column'

		Tens	Ones
Soap	\$3		
Mealie-meal	\$6		
Oil	\$9		
Total	\$18	1	8

I can make one bundle of ten and put it in the tens column. That leaves eight in the ones column.

I write '1' in the tens column to show there is one bundle of ten, and 8 in the ones column to show I have eight ones.

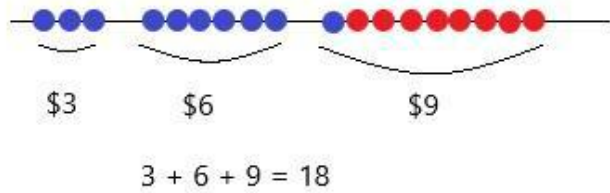
7. Now do the same calculation using the bead string (Activity C, p52 in the workbook).
8. Tell the girls there are different ways to total or add numbers together. The bead string is good, but the chart works well for bigger numbers.

Module 1a

Independent work

20 minutes

1. Put the girls into groups of four.
2. Ask each group to pick three items. Two girls in the group should find the total using the bead string. The other two should use the sticks and chart.
3. Ask them to check their totals match and write it down. If their totals don't match, ask the girls to check each other's work.
4. Repeat with three more items. The teams should swap the approach they used, so each girl gets to try both methods.
5. If there is time, try the activity again, choosing four items to total.



Optional extension activity 20 minutes

6. Challenge girls to total more than three or four items. You can also give a team a budget. They should see how close they can get to spending the exact amount without going over.

Assess

Ask these questions to one girl at a time. During this time, other girls can continue with the independent activity.

Note how many of each question she answered correctly next to each girl's name in your Progress Book.

1. Ask the girl which number is bigger in each pair below. Be sure to offer the numbers in the order they are given here:
 - 3 or 9
 - 18 or 12
 - 31 or 39
2. Now ask the girl to identify the missing number:
 - 5, 4, 3, 2, ?
 - 9, ?, 11
 - 25, ?, 27

Reflect



It was interesting to see which girls preferred the different approaches to the calculations in the activity. I think some found it reassuring that they could use different methods, while others found it a little confusing. I spent more time with some of these girls, working through the methods together to build their confidence. I encouraged the more confident girls to do this in their groups too.

Unit 7: Session 2

Literacy activity 7.2: Responding to questions

30 minutes

Plan

Write the learning objective on the board.

Learning objective

- To communicate in English and talk about the future with *going to*

You will need:

- ✓ to write each of the questions below on a piece of card or paper (one question on each). You will need enough so that each girl has a question card.

What are you going to do after this session?
What are you going to do this evening?
What are you going to do tomorrow?

*What are you going to do
this evening?*

Do

Point to the learning objective and tell the girls what they are learning in this activity.

1. Ask one girl: '*What are you going to do after this session?*' Translate the question if necessary. The girl must reply. If she needs to reply in the home language, translate the reply into English. Do the same with some other girls.
2. Change the question to: '*What are you going to do this evening?*' This time, get one girl to ask another, who then asks another, and so on. Help them to do this in English by supplying the words they need.
3. Repeat with: '*What are you going to do tomorrow?*'
4. Give each girl a question card. They stand up and mingle. They ask and answer the questions on their cards (in English), then move to the next person. Continue until each girl has spoken to several others, then stop and collect in the cards.
5. Tell the girls to imagine that they are a famous person – it could be anybody (but women they look up to are ideal). They must imagine what that person is going to do this evening and tomorrow. (These things don't need to be connected with the reason the person is famous – it is just a way to introduce some variety.) They must also think about how to say that in English, and ask you for help if necessary.
6. The girls stand and mingle again. They ask the two questions from memory (rather than from the cards):

What are you going to do tomorrow?
What are you going to do this evening?

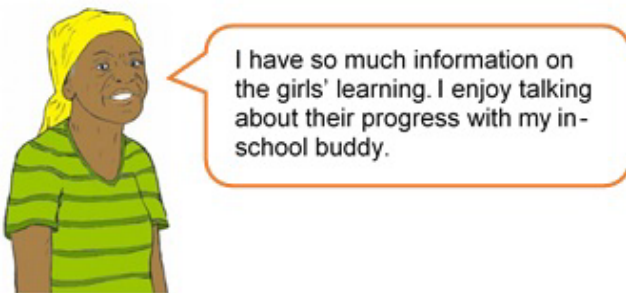
7. The other girl must reply as if she is the famous person she chose. Continue until each girl has spoken to several others. This is useful practice for the **Asking questions** session, when they can ask questions to a woman they admire.

Module 1a

Assess

Open your **Progress Book** on the 'Responding to questions' page. Decide which girls you are going to assess in this session. Choose these girls to listen to in the activity. Mark a ☒ or ☒ in your **Progress Book** for the girl being able to ask and respond to the questions. If the girl asks and responds in English, give her an additional ☒. It is possible to repeat the assessment in Unit 8, using **Literacy activity 8.2: How much? How many?**

Reflect



Numeracy activity 7.2: Three in a row

25 minutes

Plan

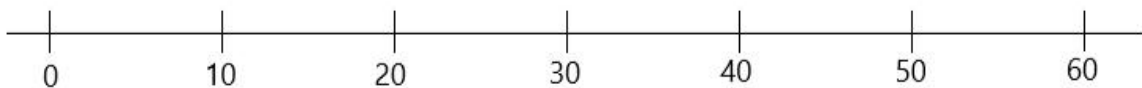
Write the learning objective on the board.

Learning objective

- To practise forming and comparing two-digit numbers

You will need:

- ✓ to draw this number line so it is visible to all girls;



- ✓ two dice for each group of four girls.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

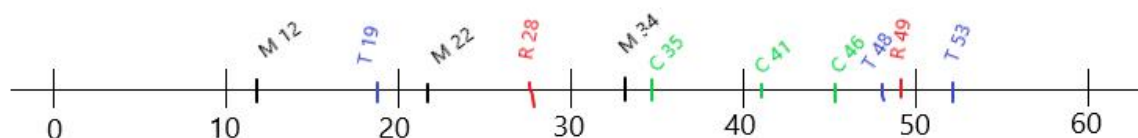
This is a game for groups of around four. You will need two dice per group.

The aim of the game is to get three numbers in a row on the number line (numbers do not need to be consecutive). Two dice are rolled, and a two-digit number made. For example, rolling a 3 and a 4 could give either 34 or 43. This number is marked on the number line. The first girl to get three numbers in a row wins.

Guided work

10 – 15 minutes

1. Show the girls the number line you have drawn and ask them to copy it onto their chalkboard, or scratch it on the floor. They should use one number line each time they play this game.
2. Explain the game to the girls:
 - The first girl rolls both dice and makes a number with it. For example, rolling 1 and 2 could make either 12 or 21. She estimates where this should go on the number line, makes a mark and labels it with the number and her initial.
 - Each girl rolls the dice in turn, marking her chosen number on the same line. If the number is already taken, she should use the other number. If both are already taken, she can't make a mark and the game continues.
3. The winner is the first girl to get three marks in a row, with no other girl's mark in between. In the example below, girl 'C' has won, as she has three marks in a row (35, 41 and 46).



4. Go to the number line you drew and demonstrate how to estimate where a number should go. Say the unmarked numbers between 0 and 10 aloud. Then move onto 10–20 and ask where 15 might go. Remind girls it is 5 more than 10, but also 5 less than 20, so it should go midway between them. Practise with several numbers. For example, 49 should be just before 50. 36 should be just over halfway between 30 and 40.
5. Now play a practice game with one group as the others watch. You should go first, explaining what you are doing as you go. Roll the dice and show the numbers you could make and mark one on the line. Play for a few turns before asking the girls to start their own games.

Independent work

10 – 15 minutes

1. Put the girls into groups of around four. Ensure each group has two dice.
2. The girls could play in pairs, discussing which numbers they could make and where they sit on the number line. Looking at a marked number line will help them estimate where a number should go.
3. The game can be played several times. To make it more challenging, add rules; for example, they must always pick the larger number they could make (or the other way around).

Module 1a

Assess

Talk to the girls as they play. Ask questions such as:

Which numbers can you make with your throw of the dice?

Which is higher/lower?

Which one will you choose to play and why?

What number are you hoping to roll next and why?

How could you stop another player getting three in a row?

Reflect



Asking the girls to explain their thinking was a really useful strategy. It makes them focus consciously on the approach they are using, which makes it easier for them to apply it to different problems. It helps make unconscious decisions conscious ones.

Numeracy activity 7.3: The first to 50

25 minutes

Plan

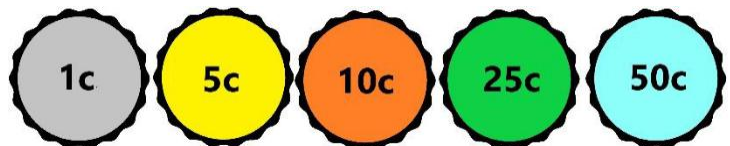
Write the learning objectives on the board.

Learning objectives

- To practise addition using different strategies
- To practise addition and subtraction using money

The girls will need:

- ✓ for each group of five: one dice and the pile of the 'coins' (1c, 5c, 10c, 25c, 50c) you made in Unit 6
- ✓ a bead string.



Do

Point to the learning objectives and tell the girls what they are learning in this activity.

In this game, the girls compete to see who can get to 50c first. Each number on a dice represents adding or subtracting an amount of 'hub currency' (shown in the diagram on page 53 of the workbook). Players roll the dice and add that amount to their total.

Module 1a

Guided work

10 minutes

1. Explain the game to the girls:
 - The aim of the game is to be the first to get 50c.
 - One girl rolls the dice. She looks at the diagram on page 53 of the workbook and sees how much it is worth. She takes that amount from the pile and adds it to her total. She should tell the other girls how much she now has and writes it on her chalkboard. She can use her bead string to help. Point out to the girls that if they roll a 3 or a 6, they must take money away!
 - Keep playing until a girl reaches 50. She is the winner!
2. Play a game with one group while the other girls watch to show how it is done. Once you are confident they understand, ask them to start playing.

Independent work

15 minutes

1. Put the girls into groups of around five to play the game.
2. If they roll a 3 or 6 (taking amounts away) before they have added any money, they can roll again. If they need to take away more than they have, their total goes to zero. For example, if a girl has 5c and rolls a 6 (take away 10c), her new total is 0.

Optional extension activity

3. Change the amount the side of the dice represents or the target total.

Assess

As the girls play, ask them how they found their totals. What strategy did they use? How did they know they were right? What other ways could they have found the answer?

Reflect



"I played a game with a group while the others watched. I was really pleased at how quickly they were able to use their bead strings! I rolled a 5, so took 5c from the pile. On my next turn, I rolled a 4 and took 25c. I used my beads to find my total, but Vimbai beat me to it and called out 30c before I could. This was wonderful. She has become much more confident speaking up in sessions now!

I was quicker at adding than Mrs Faith! I was doing really well in the game, but then I rolled a 6 and had to put 10c back. Then it happened again, so I lost 20c altogether! I hope to roll some fours to catch up!



Extra session: Asking questions

15 minutes

You should have a woman the girls look up to attend this session. You may have invited her to the whole session or just to this activity. Encourage your visitor to praise the girls for attending SAGE sessions and ask her if she is happy to answer questions.

1. Provide a comfortable chair for your visitor to sit on.
2. The purpose of this session is for the girls to ask questions, so it is important to keep the introduction short.
3. Ask your visitor to spend two minutes telling the girls about her life. Use a timer on your phone to keep to two minutes.
4. Tell the girls to ask their questions one at a time. You want them to find out how she has been successful in her life. You may need to help everyone keep on task.
5. If you do not have a visitor and you are a female community educator, then take on this role yourself. You are a woman the girls look up to as well! If you are a male community educator, it is important to find a female visitor to invite. You may need to plan this some weeks in advance.
6. You can use this session as an additional **assessment** activity.

Learner's Self-Study Workbook

The girls should now be sufficiently familiar with the format that you do not need to practise it in the session first. Remind them to:

- A. Complete the Unit 7 writing activities (on page 58 of the workbook).
- B. Look at the picture for the Unit 8 story (page 60) and decide what the story is about.
- C. Read the story if they want to.
- D. Answer the questions about it if they want to.

Unit 8: Me and my body

The SAGE programme encourages girls to learn about their bodies so they know how to look after themselves and stay healthy. In addition to developing literacy, numeracy and English skills, the girls are attending Champions of Girls' Education (CoGE) sessions. Speak to the facilitators of the CoGE and learn more about the programme and what girls are learning.

Learning objectives

Numeracy

- To learn how to take and compare different measurements using non-standard measures (hand spans)
- To compare numbers and measurements and find differences
- To become more confident at adding one-digit numbers
- To practise addition and subtraction (0–50)
- To learn about and use 'more than', 'less than' and 'equal', and learn how they are written using symbols ($>$, $<$, $=$)
- To write 'number sentences' using the symbols $<$, $>$, $=$, $+$ and $-$

Literacy/Learning English

- To listen to a story and track words in the text with a finger
- To respond to oral questions and give reasons for their answer
- To practise communicating in English and asking questions with *How much ... ?* and *How many ... ?*
- To match letter sound (phoneme) to written letter (grapheme).
- To blend letter sounds to make words.
- To practise writing skills
- To identify tricky words.
- To read and match words

Subject and activity number	Activity	Time (mins)
Unit 8: Session 1		
Literacy 8.1	The unit story	30
Literacy 8.2	How much? How many?	25
Numeracy 8.1	My body by numbers – part 1	45
Unit 8: Session 2		
Numeracy 8.2	Skittles	35
Learning English 8.1	Blending letters together	25
Learning English 8.2	Reading tricky words bingo	25
Numeracy 8.3	My body by numbers – part 2	35
	Learner's Self-Study Workbook	

Unit 8: Session 1

Literacy activity 8.1: The unit story

30 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To listen to a story and track words in the text with a finger
- To respond to oral questions and give reasons for their answer

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

20 minutes

Ask the girls to open their workbooks on page 60. Ask them: *'What is happening in the picture? Where is Chiedza? Who does she meet? What do you see in the background?'*

The girls can answer in English or their home language. Then follow the same procedure that you did for the story in the previous unit (allow the girls to use their home language whenever they need to):

1. The girls say what they think is going to happen in the story.
2. Read the version of the story in the girls' home language. The girls follow the text with their fingers if they can. **Do not read the recipe.**
3. The girls tell you what happened in the story.
4. Read the story aloud in English. Encourage the girls to follow the text with their fingers if they can. **Do not read the recipe.**
5. Read the story again. Again, the girls follow with their fingers if they can.
6. Translate the questions. The girls then find the answers in pairs.
7. Go through the questions, and invite volunteers to tell you the answers. [Answers: 1 beef and vegetables, 2 her cousin Sphiwe, Sphiwe's husband and their daughter, 3 five, 4 a caterer]
8. Ask the girls to look at the recipe. Ask them to translate words and phrases into their home language (orally, they do not write unless they wish to). They may be able to do this by combining their knowledge of English with their knowledge of how to cook this type of food. Help them to complete the translation as necessary.

Module 1a

Independent work

10 minutes

9. Working in pairs, they decide which picture on page 64 of the workbook matches the list of ingredients in the recipe. [Answer: picture C]

Assess

Check in your **Progress Book** that you have comments on all girls' speaking and listening skills. Concentrate on girls with less information.

Reflect



The girls enjoyed talking about recipes they make at home with their family. Lots of girls talked about making maheu from mealie meal.

Literacy activity 8.2: How much? How many?

25 minutes

Plan

Write the learning objective on the board.

Learning objective

- To practise communicating in English and asking questions with *How much...?* and *How many ... ?*

You will need to:

Write the list of ingredients from the beef stew recipe on the board – do not include the numbers or amounts.

Check:

If you need to assess more girls for the 'Asking and responding to questions' assessment, it is possible to use this activity.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

15 minutes

Module 1a

1. Pretend that you are going to cook beef stew. Ask the group: '*How much beef do I need? How many potatoes do I need?*' etc. Continue through all the ingredients.
Note: *How much* and *How many* refer to quantities or amounts. Help the girls understand this by explaining that *How much* is for quantity – *how much milk, how much sugar* (we also use it for asking the price of something). *How many* is also used for quantity, but we can count how many. *How many bananas? How many apples?*
2. The girls work in pairs to do a role play. One pretends that she is going to cook beef stew, and asks the other for the numbers and amounts, as you did in the previous stage. When they have finished, they swap roles and repeat. Listen to the girls and make sure they use *how many* and *how much* correctly.
3. Pretend that you are now cooking beef stew. Ask a series of girls to read one of the stages of the recipe. Act doing what that stage says.

Independent work

10 minutes

The girls work in pairs again. One reads the instructions (partly by remembering from the translation stage previously), and the other pretends to follow them. Then they reverse roles and repeat.

Assess

Open your **Progress Book** on the 'Responding to questions' page. Decide which girls you are going to assess in this session.

Choose these girls to listen to in **Independent work** time. Mark a ☒ or ☐ in your **Progress Book** for the girl being able to ask and respond to questions.. If the girl asks and responds in English, give her an additional ☒.

Reflect



I like the **independent work** for this activity because I can work with girls who need more help.

Numeracy activity 8.1: My body by numbers – part 1

45 minutes

The girls will use a hand span to measure their height and various other parts of their bodies. They will also compare their measurements to those of others in their group.

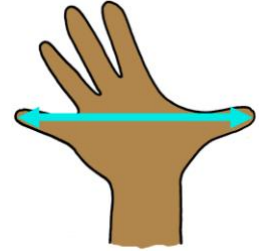
Module 1a

Plan

Write the learning objectives on the board.

Learning objectives

- To learn how to take and compare different measurements using non-standard measures (hand spans)
- To compare numbers and measurements and find differences



Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

15 minutes

1. Ask the girls to find a partner. They should find someone with a similar hand span. Ask them to put their hands together, palm to palm, to compare them.
2. Explain that they are going to work in pairs to measure different parts of their body.
3. Ask them to draw a picture of themselves (whole body) on page 59 of their workbook. They will record their measurements on this picture. They will use these measurements again in session 2.
4. Start with height. In pairs, the girls should take it in turns to stand straight and still against a wall or tree. The other girl measures her height by counting hand spans. You should demonstrate how this can be done.
5. Record your measurements too as you will need them in session 2.



Independent work

25 minutes

1. Ask them to make nine more measurements. They can choose which. For example, arm length, leg length, distance around chest, body span (fingertip to fingertip). They should record their measurements on their picture.
2. As they do this, walk around and talk to the girls about what they are doing. Offer tips on how to be accurate or suggestions about what to measure.
3. Next, ask them to compare measurements. Do they notice anything interesting? For example, height and body span (the distance from fingertip to fingertip when arms are outstretched) are usually very similar.
4. If tape measures are available, the girls could use these to measure in centimetres.

Assess

As the girls work, ask:

- *Which is the smallest measurement? The biggest?*

- *What is the difference between the smallest and biggest? You can use a number line or bead string to help.*
- *How do your measurements compare with your partner's?*
- *Did anything surprise you about your measurements?*
- *What did you decide to do when the measurement was not an exact hand span?*
- *Can you think of any situation at home when measuring by hand span would be helpful?*

Reflect

Zendaya and I measured our heights and they came out as 3 hand spans different, yet we are the same! We knew something was wrong and realised we weren't being very accurate – we had left gaps between our hands and hadn't gone in a straight line! Mrs Faith showed us how to do it more carefully!



Unit 8: Session 2

Numeracy activity 8.2: Skittles

35 minutes

Plan

Write the learning objective on the board.

Learning objective

- To become more confident at adding one-digit numbers

Each group of four/five girls will need:

- ✓ a ball
- ✓ ten drinks bottles (with lids) half filled with sand or gravel. Write the numbers 1 to 10 on each lid; these are the skittles.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

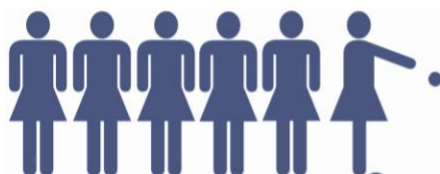
Guided work

15 minutes

1. Arrange the skittles in a triangle.
2. Draw a line to show where players should stand.
3. Ask a girl to stand behind the line and then roll the ball, trying to knock over as many skittles as she can.
4. Write on the board the numbers on top of the bottles that have been knocked over.
5. In pairs, ask the girls to calculate the total. They can use their bead strings, fingers or work it out in their heads.



Discuss the different ways that are used and check all the girls got the same answer.



Independent work

20 minutes

1. Put the girls into groups of five or six. Give each group ten skittles and a ball. Ask them to take turns rolling the ball and finding their total. They should record their scores on a chalkboard. Tell them it is important to arrange the bottles in the same way for each player.
2. When everyone has had a turn, they should order the scores, lowest to highest. Highest score wins.

Optional extension activity

3. Write larger numbers on the bottle tops.

Assess

Move around, talking to different groups as they play. Ask them:

- *Why is it important to arrange the skittles in the same way each time?*
- *If you only knock over three skittles, which ones would you like them to be?*
- *Do you know any number facts that help you to add the scores quickly? For example, pairs of numbers that make ten (1 and 9, 2 and 8 etc.).*
- *How could you get a score between 30 and 40? What skittles could you knock over? Are there other combinations?*

Reflect

Learner: 'We forgot to pay attention to how the skittles were set up each time, so sometimes the front skittle was a low number and sometimes high. It made it so unfair! Form then on we set it up that the hardest skittle to knock down at the highest number on it.'

Module 1a

Learning English activity 8.1: Blending letters together

25 minutes

Plan

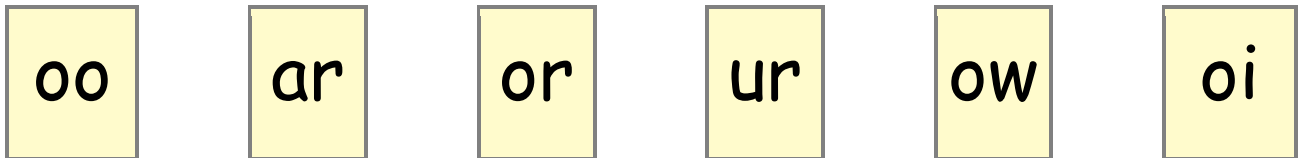
Write the learning objectives on the board.

Learning objectives:

- To match letter sound (phoneme) to written letter (grapheme)
- To blend letter sounds to make words
- To practise writing skills

You will need:

- ✓ to make flashcards for the letters below. Write each letter in its small form (not capital) with a marker pen, so it fills a piece of manila or paper that is at least A4 size (21 x 29.7 cm). Alternatively, you could use small chalkboards for this. You will also need some of the letters from previous units.



Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work (15 minutes)

1. Repeat the activity as described in previous units with the words below. All of them can be explained with examples or demonstrated.

<i>soon (s / oo / n)</i>	<i>farm (f / ar / m)</i>	<i>short (sh / or / t)</i>	<i>turn (t / ur / n)</i>
<i>town (t / ow / n)</i>	<i>cool (c / oo / l)</i>	<i>point (p / oi / n / t)</i>	<i>start (s / t / ar / t)</i>
<i>sport (s / p / or / t)</i>	<i>hurts (h / ur / t / s)</i>	<i>brown (b / r / ow / n)</i>	

2. Write the sentences below on the board. After you write each sentence, get the group to practise saying it together a few times: tap each word, and the group says that word as you tap it.

My spoon and fork are in my hands.
The short man points at the church.
The brown cows are on the farm.

Module 1a

Independent work (10 minutes)

Each girl chooses one sentence, and copies it into her notebook. Then she must draw a small picture to go with it. Continue until the early finishers have written all three sentences, and everybody has completed at least one.

Assess

Review your **Progress Book** and note down which girls are ready to write their own compositions using the activity words.

Reflect



Girls are confident in this activity now. I ask the higher-attaining girls to compose their own sentences using the words.

Learning English activity 8.2: Reading tricky words bingo

25 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

- To identify tricky words
- To read and match words

Key vocabulary

me, she, you, do, to, I, my, be

You will need to:

Open your **Progress Book** on the 'Letters, sounds and names' page. Put the girls into groups of six. You can group girls together who have a ☒ next to their name and those who do not.

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

1. Work with one group at a time. You may want the first group to be girls who are confident in English learning. The other groups can be completing workbook tasks.

Module 1a

- Each girl needs a bingo card for the tricky words you are going to assess: *I, my, you, do, to, be, me, she*.
- Write the tricky words on the chalkboard or on paper.
- Ask each girl to draw a bingo grid.
- The girls must fill the grid with the tricky words. They can choose where to put the words on their grid. For example:

my	she	you	be
do	to	me	I

me	I	be	do
you	she	to	my

The game

- Hold up a tricky word flashcard to show the girls and say the word.
- The girls find the word on their grid and cross it off.
- The first girl to cross off six words and say '*bingo!*' is the winner.
- Ask the winning girl to try and read all six words. Let other girls help her. If she gets it wrong, just say the word and ask her to repeat it.
- Play the game three or four times.
- The girls write their names (or initials) on the grid and give it to you.

my	she	you	be
do	to	me	I

Optional extension activity

- If the girls are confident in their English learning, play the game again. This time, read the tricky word flashcard – do not show the flashcard. The girls need to listen carefully and match the word they hear with the words on their grid.
- If girls are confident, ask for volunteers to help work with another group. The girl can play the game with another group of girls (no more than three girls in a group), but this time they can be the teacher.

Assess

Complete your **Progress Book** 'Tricky words' page. Comment on the girls speaking, reading and writing of the tricky words.

Reflect



I have a lot of girls who can do this activity. I can see in my **Progress Book** which girls I need to spend time helping. I will plan to do that in Units 9 and 10.

Module 1a

Numeracy activity 8.3: My body by numbers – part 2

35 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To practise addition and subtraction (0–50)
 - To learn about and use ‘more than’, ‘less than’ and ‘equal’, and learn how they are written using symbols ($>$, $<$, $=$)
 - To write ‘number sentences’ using the symbols $<$, $>$, $=$, $+$ and $-$
- ✓ **You will need:** a list of your body measurements in hand spans ready – you could find these during **Numeracy activity 8.1** in the previous session.

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

These open-ended activities use the measurements collected in the last session to develop addition and subtraction skills and use $<$ (less than) and $>$ (more than) symbols.

Part 1

Guided work

5 minutes

1. Write your body measurements in hand spans somewhere everyone can see.
2. Write the $<$ and $>$ symbols on the board and explain what they mean. The $>$ symbol means ‘more than’ and $<$ means ‘less than’. Explain that we can use these in number sentences in the same way as we use $=$ ‘equals’.
3. You are going to make at least one number sentence using these symbols and your measurements.
 - For example: ‘My arm measurement (4) is less than my leg measurement (5). I can write that like this: $4 < 5$. This reads “four is less than five”.’
 - If you have two measurements the same, write these using the equals symbol.
4. Do a few examples for $<$ and $>$ to ensure the girls understand.

Independent work

10 minutes

1. Put the girls in pairs. Ask them to compare their measurements and write a sentence for each, using less than ($<$), more than ($>$) and equals ($=$).
2. After a few minutes, ask them to share some of their number sentences with the rest of the group using the phrases ‘less than’ and ‘more than’.

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- Some girls could also add different measurements together to make number sentences. For example: *'My arm measurement is four spans, my leg measurement is five spans, my height measurement is ten spans. So, I could write $4 + 5 < 10$.'*

Part 2

Guided work

5 minutes

- Explain that you are going to choose a number and then think how many ways you can make that number using your body measurements. Record each way using number sentences. For example, you might choose 12. This could be two legs (5 spans each) and two wrist spans (1 span each). $5 + 5 + 1 + 1 = 12$
- Write a list of 'target numbers' on the board ranging from 5 to 50.

Independent work

10 minutes

Put the girls in pairs. Ask them to choose one number and see how many ways they can make it using their body measurements.

Optional extension activity

Some girls could also use subtraction as well as addition. For example, if the target number was 9, they could use two legs (5 spans each) and subtract one wrist (1 span).

Assess 5 minutes

- Ask the girls to line up in groups of ten. The girls number themselves from 1 to 10.
- Ask the girls to think about what was the **most** e.g. useful, interesting, surprising, etc. thing they learned today about their bodies.
- The girls must find other girls with the same number – 1s look for 1s, 2s look for 2s. The girls have now formed small groups.
- Tell them to share what was the **most** e.g. useful, interesting, surprising, etc. thing they learned today about their bodies.

Reflect



. This was the first time many of the girls had used the 'more than' and 'less than' symbols. To help them remember, I drew this diagram. The small end of the symbol always points to the smaller number.

BIG $\begin{matrix} \updownarrow \\ \rightarrow \end{matrix}$ small $\begin{matrix} \downarrow \\ \uparrow \end{matrix}$

Learner's Self-Study Workbook

5 minutes

Guide the girls through what they need to do for the before the next session.

- A. Complete the writing exercises (F and G) for this unit. The girls should now be sufficiently familiar with the format that you do not need to practise it first.
- B. Look at the pictures for the Unit 9 story (page 68) and decide what the story is about.
- C. Read the story if they want to.
- D. Answer the questions about it if they want to.

Unit 9: Keeping healthy

The theme of this unit is **Keeping healthy**. The SAGE programme encourages the girls to look after their bodies and learn the importance of keeping healthy. Learning about ways to keep healthy will help their families stay healthy too. This unit also introduces girls to ways they can start up a small business.

Learning objectives

Numeracy

- To practise and build confidence using numbers, finding differences and totals
- To practise addition involving money using different strategies
- To practise finding totals and differences using one- and two-digit numbers
- To practise finding totals and differences using mental methods

Literacy/Learning English

- To make story predictions by saying what happens next
- To identify tricky words
- To be able to read and match tricky words
- To work collaboratively on a game
- To match letter sound (phoneme) to written letter (grapheme)
- To blend letter sounds to make words
- To practise writing skills

Subject and activity number	Activity	Time (mins)
Unit 9: Session 1		
Literacy 9.1	The unit story	30
Numeracy 9.1	The cost of making peanut butter	40
Literacy 9.2	Comparing things	20
Learning English 9.1	Reading tricky words bingo	25
Unit 9: Session 2		
Numeracy 9.2	Bingo	25
Learning English 9.2	Blending letters together	20
Numeracy 9.3	More skittles	25
	Learner's Self-Study Workbook	5

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Unit 9: Session 1

Literacy activity 9.1: The unit story

30 minutes

Plan

Write the learning objective on the board.

Learning objective

- To make story predictions by saying what happens next

Do 20 minutes

Point to the learning objective and tell the girls what they are learning in this activity.

- Ask the girls to open their workbooks on page 68. Invite them to describe what they can see in the picture. Ask: *'What can you make with the things in the first picture? What is Precious doing in the second picture?'*
- Then follow the same procedure that you did for the story in the previous unit (allow the girls to use their home language whenever they need to):

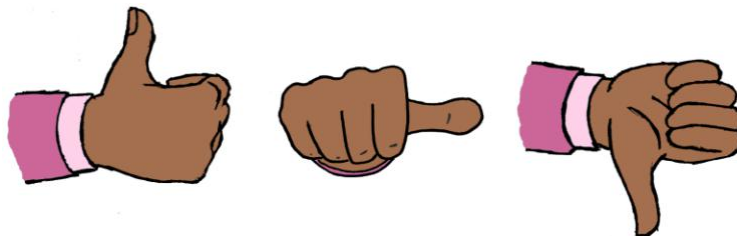
Assess

- Choose six girls to answer the questions [Answers: 1 – 3, 2 – 10, 3 – 2, 4 – 3, 5 – 9, 6–1]
- Record how well they answer the questions. For example are they confident in answering? Do they choose to speak in their home language or in English? Record how confident they are in your **Progress Book**.

Reflect

10 minutes

Ask the girls to sit in a circle. Remind them of what they learned about making peanut butter. Ask the girls to think about if they would like to start their own peanut butter business.



I would like to

I'm not sure

I would not like to

If girls respond 'I'm not sure' or 'I would not like to', ask them if they have another business idea and if they would like to share it with the group. Ask the girls how they would go about

Module 1a

setting up a business. What would they need to do first? Who would they speak to? What knowledge what they need? Who could help them?

Numeracy activity 9.1: The cost of making peanut butter

35 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To practise and build confidence using numbers, finding differences and totals
- To practise addition involving money using different strategies

You will need:

- ✓ to write the price list for the cost of making peanut butter on the board. The list is also in the workbook on page 67, along with the questions to answer.

	Shell, roast and grind	Grind only
1 bag peanuts	\$7	\$4
2 bags peanuts	\$12	\$8
3 bags peanuts	\$18	\$11
4 bags peanuts	\$22	\$14
5 bags peanuts	\$25	\$16

Maize costs \$4
per bag

- ✓ to add two new columns to your table to the 'Number sense' page in your **Progress Book** called 'Finding the difference' and 'Finding a total'

	Numbers 1–20		Counting objects 1–10		Ordering numbers (3)	Strategic counting (3)	Finding the difference (5)	Finding the total (5)
	Reached	Problem numbers	Identified	Not identified				
Zendaya								
Precious								
Vimbai								

Each group of four girls will need:

- ✓ a place-value chart, a set of small sticks (40 per group) and string to tie them, and a bead string.

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Do

Point to the learning objectives and tell the girls what they are learning in this activity.

The girls practise addition in a real-life situation – making peanut butter. As in Unit 7 (the family budget), they use two different strategies to find the total amounts.

Guided work

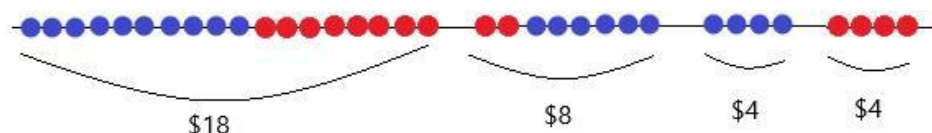
15 minutes

1. Explain the activity to the girls:
 - Peanut butter has a high nutritive value and is a good source of protein. The local community has a food-processing unit that has machines to shell, roast and grind the nuts to make the butter. The machines are also used to grind maize.
 - The amount they charge depends on how many bags of nuts are ground. Show the price list. Prices are shown in the hub currency.
 - The cost of shelling, roasting and grinding the nuts is more expensive than grinding alone. The more nuts you process, the better value it is. Bags of maize are a fixed price.
2. Explain to the girls that they are going to work out how much it will cost different families to make their peanut butter. As with Unit 7, they will use two strategies to find the total amounts.
3. Show the girls the table on the board. Tell them it is in their workbook on page 67. Talk through the table and ask the girls questions to be sure they understand how to read it. For example: *'How much does it cost to shell, roast and grind three bags? And just to grind them?'*
4. Remind the girls how to use the place-value charts by doing an example:
 - Tjipo takes three bags of nuts for shelling, roasting and grinding, two bags for grinding and two bags of maize. How much does it cost?
 - Demonstrate how you can make three bundles of 10, with 4 more ones.

	Tens	Ones
3 bags (shell, roast, grind) \$18		
2 bags (grind only) \$8		
Maize \$4		
Maize \$4		
Total		

	Tens	Ones
3 bags (shell, roast, grind) \$18		
2 bags (grind only) \$8		
Maize \$4		
Maize \$4		
Total \$34		
	3	4

5. Now show the same calculation using the bead string.



$$18 + 8 + 4 + 4 = 34$$

- Remind the girls there are different ways to total or add numbers together. The bead string is good, but the chart works well for bigger numbers.

Independent work

25 minutes

- Put the girls into groups of four with the place-value charts, sticks and bead strings.
- Ask each group find out the cost for each family. The questions are in the workbook on page 67. You can also write them on the board. Two girls in the group should find the total using the bead number line. The other two should use the sticks and chart. [Answers: 1 Zendaya – \$27, 2 Butjilo – \$38, 3 Chipo – \$41]
- Ask them to check their totals match and write it down. If they don't match, ask the girls to check each other's work.

Assess

Ask these questions to one girl at a time. During this time, other girls can continue with the independent activity.

- This activity is designed to assess understanding, so encourage the girls to use their bead strings, fingers or any other strategy they like to find an answer.
- Show her the numbers written down (with symbols) as well as asking the question aloud. You can write these on paper or a chalkboard.

*Note how many of each question she answered correctly next to each girl's name in your **Progress Book**.*

- Ask: *What is the difference between these numbers?*

- 6 and 8
- 2 and 9
- 5 and 12
- 23 and 49
- 38 and 11

- How much is ... ?*

- $2 + 5$
- $7 + 3$
- $11 + 4$
- $31 + 13$
- $22 + 19$

Module 1a

Reflect



. Many of the girls used the number line to find the differences, though some preferred to use their fingers. Some were able to find the totals quickly, while others were more confident when using the bead strings.

Literacy activity 9.2: Comparing things

20 minutes

Plan

Write the learning objective on the board.

Learning objective

- To use comparative language to explain similarities and differences

You will need:

- ✓ to make quiz cards with the questions below (not the answers); if there are more than ten in the group, repeat some cards.
- *What's the biggest animal in the world, on land?* (The elephant)
- *What's the tallest animal in the world?* (The giraffe)
- *Are lions faster or slower than elephants?* (Lions are faster than elephants.)
- *What's the second biggest city in Zimbabwe?* (Bulawayo)
- *Is Zimbabwe bigger or smaller than South Africa?* (Zimbabwe is smaller than South Africa.)
- *What's the longest river in Zimbabwe?* (The Zambezi)
- *What's the most dangerous animal in Zimbabwe?* (The mosquito)
- *What's the most dangerous animal in the world?* (The mosquito)
- *Is the sun bigger or smaller than the moon?* (The sun is much bigger than the moon.)
- *Is [famous person A] older or younger than [famous person B]?* (Choose two famous people the girls have heard of.)

Do

Point to the learning objective and tell the girls what they are learning in this activity.

1. Invite three girls of obviously different ages to come to the front. Ask:
 - *Is [girl A] older than [girl B]?*

Module 1a

- Is [girl B] older or younger than [girl C]?
 - Who is the oldest?
 - Who is the youngest?
2. Choose three animals the girls know which have very different sizes, and write the words on the board. For example, *zebra, goat, cat*.
 - Are goats bigger than cats?
 - Are goats bigger or smaller than zebras?
 - [Point at the three words] Which is the biggest? Which is the smallest?
 3. Put the girls in pairs and give each a quiz card. Make sure confident girls are paired with less confident girls.
 4. Quickly visit each pair. Check that they understand the question, and help them if necessary.
 5. The girls stand and mingle. They ask and answer their questions. It doesn't matter if they are asked a question they have been asked before – this time they will be sure of the answer! Continue until everybody has answered every question.

Assess

Watch the girls as they mingle. Which girls are less confident? Who is more confident? Add your notes in your **Progress Book**.

Reflect



Some girls find English difficult, so I started in their home language and then introduced more English words.

Learning English 9.1: Reading tricky words bingo

25 minutes

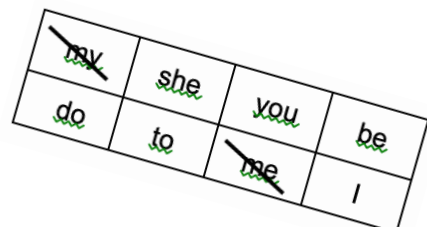
Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

- To identify tricky words
- To be able to read and match tricky words
- To work collaboratively on a game

Key vocabulary



Module 1a

me, she, you, do, to, I, my, be

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Complete the assessment for any remaining groups of girls. Repeat the activity as described in Unit 8.

Optional extension activity

If there is time, you can extend the activity following the instructions.

1. If girls are confident in their English learning, play the game again. This time read the tricky word flashcard – do not show the flashcard. The girls need to listen carefully and match the word they hear with the words on their grid.
2. If girls are confident, ask for volunteers to help work with another group. The girl can play the game with another group of girls (no more than three girls in a group), but this time they can be the teacher.

Assess

Complete your **Progress Book** 'Tricky words' page. Comment on the girls' speaking, reading and writing of the tricky words.

Reflect



There were still six girls who needed to complete the assessment. I asked a confident girl to be the 'teacher'.

Mrs Nyarai asked me to be the 'teacher'. It was fun. All the girls followed my instructions. Maybe I could become a teacher.



Unit 9: Session 2

Numeracy activity 9.2: Bingo

25 minutes

This is the same game you played in Unit 1. Bingo is a versatile game, so questions can easily be changed to focus on different learning. The focus here is on using larger numbers and finding differences and totals. Adapt the questions to meet the needs of your learners.

Plan

Write the learning objective on the board.

Learning objective

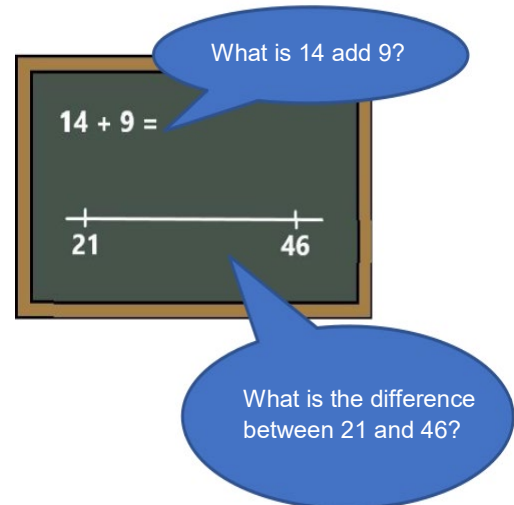
- To practise finding totals and differences using one- and two-digit numbers

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

- Ask the girls to write down any five different numbers between 20 and 50 on their chalkboard. Remind them they can use a bead string to help when playing the game.
- Ask questions with the numbers 20–50 as answers. You should have questions ready for all 30 numbers. You will probably need to ask each question several times.
- Be sure to leave enough time for the girls to work out the answers between questions. You may like to write some number sentences or draw a diagram where all the girls can see, as well as calling them out.
- Some example questions:
 - What number is three less than 50? (47)*
 - What number is 5 more than 45? (50)*
 - What number is between 22 and 24? (23)*
 - What number comes after 31? (32)*
 - What number comes before 44? (43)*
 - What is 15 add 10? (25)*
 - What is the difference between 30 and 50? (20)*
- These questions might be more challenging:
 - I have \$20 and Rosy gives me \$8. How much do I have in total? (28)*




Module 1a

- *I had \$46 dollars and I gave Precious \$10. How much do I have left? (36)*
 - *My mother is 41. My father is 5 years older. How old is he? (46)*
6. If a girl has the answer written down, she should cross it off her board. You need to keep a note of the numbers you have called out.
 7. Keep playing until one girl crosses off all her numbers and shouts 'bingo!' Check she has crossed off the correct numbers and declare her the winner.
 8. If there is time, play the game again.

Assess


Notice the numbers the girls choose. Start with simple questions. If the questions are too challenging, move the girls to work in pairs to find the answers. Make all of the numeracy resources (bead strings etc) available to the girls and note who uses them. Encourage those finding it difficult to make use of them.

Reflect



The girls really enjoyed playing this game before, so it was good to play it again. I had to be careful to leave enough time between questions for the girls to work out the answers. I kept the questions simple for the first game, then had the girls work in pairs for a second game when I asked more challenging questions.

I found some questions difficult and I couldn't always remember what was asked. Mrs Nyarai wrote the questions on the wall for me to see and that really helped.



Learning English activity 9.2: Blending letters together

20 minutes

Plan

Write the learning objectives on the board.

Learning objectives:

- To match letter sound (phoneme) to written letter (grapheme)
- To blend letter sounds to make words
- To practise writing skills

You will need:

- ✓ to make flashcards for the letters below. Write each letter in its small form (not capital) with a marker pen, so it fills a piece of manila or paper that is at least A4 size (21 x 29.7 cm). Alternatively, you could use small chalkboards for this. You will also need some of the letters from previous units.

Module 1a

ear

air

er

ay

ou

ea

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. Repeat the activity as described in previous units with the words below. All of them can be explained with examples or demonstrated.

near (n / ear)

pair (p / air)

day (d / ay)

out (ou / t)

eat (ea / t)

clear (c / l / ear)

stay (s / t / ay)

sound (s / ou / n / d)

shorter (sh / or / t / er)

dream (d / r / ea / m)

person (p / er / s / o / n)



2. Write the sentences below on the board. After you write each sentence, get the group to practise saying it together a few times: tap each word, and the group says that word as you tap it.

The meat is on the ground.

The pair of boots is on the stairs.

My ears are bigger than your ears.

We play football under the stars.

Independent work

10 minutes

Each girl chooses one sentence, and copies it into her notebook. Then she must draw a small picture to go with it. Higher attaining girls can write their own compositions and include at least three of the words.

Assess

If girls find it difficult to copy the sentence, write it out for them so they can copy your words.

Reflect

The girls are enjoying writing their own compositions. Mercy wrote 5 sentences!

Module 1a

Numeracy activity 9.3: More skittles

20 minutes

Plan

Write the learning objective on the board.

Learning objective

- To practise finding totals and differences using mental methods

You will need:

- ✓ a set of skittles and a ball (see unit 8) for each group of six girls.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

This is a variation on the skittle game from Unit 8.

Guided work

10 minutes

1. Arrange the skittles in a triangle and set up the game as before.
2. This time when the skittles are knocked over, the girls must add all the skittles except one. The last one should be subtracted. The aim is to get as close to 25 as possible. For example, if a girl knocked over 9, 5, 2 and 4 she would do $9 + 4 + 5$, then subtract 2 to get 16. If she knocked over 9, 8, 7, 6, 5 she might do $9 + 8 + 7 + 6$ then subtract 5 to get 25.
3. Play the game as a group with volunteers to demonstrate.



Independent work

15 minutes

Put the girls into groups of five or six and challenge them to play the game. If there is time, play another round using a different target total.

Assess

As they play, ask the girls:

- *Why is it important to arrange the skittles in the same way each time?*
- *If you only knock over three skittles, which ones would you like them to be?*
- *Do you know any number facts that help you to add the scores quickly? For example, pairs of numbers that make ten (1 and 9, 2 and 8 etc.).*
- *How do you decide which number to take away?*

Module 1a

Reflect



Some girls found this game too easy, so I made the numbers on the skittles bigger and set them a new target. I also encouraged them to limit the time they had to answer questions – the girls in the group counted to 10, and if the thrower didn't have an answer by then, she had to add 10 to her score!

Learner's Self-Study Workbook

5 minutes

- A. Complete the writing exercises (E and F) for this unit on page 73 of the workbook.
- B. Look at the picture for the Unit 10 story (page 75) and decide what the story is about.
- C. Read the story if they want to.
- D. Answer the questions about it if they want to.

Unit 10: Celebrating our learning

Congratulations! You and your group have reached the final unit of Module 1a. This is a time to celebrate and to say well done.

For some girls, attending all the sessions will have been a success, while others may have greatly improved their literacy or numeracy skills, or their learning of English. We hope all girls have become more confident and made new friends. Any success is a SAGE success! You should also reflect on your own successes. Sharing your own successes with your group is important – the girls will learn that we never stop learning.

Invite visitors to the end of the session to congratulate the girls on their successes.

Learning objectives

Numeracy

- To bring together and consolidate learning from across the module
- To demonstrate a knowledge and understanding of numbers (0–50) and the ways they can be used

Literacy/Learning English

- To recognise and articulate personal achievements
- To use pictures to make predictions
- To listen and respond to questions about a shared text
- To practise reading words with pairs of letters that make one sound
- To match letter sound (phoneme) to written letter (grapheme)
- To blend letter sounds to make words
- To practise writing skills
- To agree next steps for learning

Subject and activity number	Activity	Time (mins)
Unit 10: Session 1		
Literacy 10.1	Well done!	10
Literacy 10.2	The unit story	30
Literacy 10.3	Literacy skittles	35
Learning English 10.1	Blending letters together	35
Unit 10: Session 2		
Numeracy 10.1	Poster preparation (planning)	25
Numeracy 10.2	Making the poster	50
Numeracy 10.3	Sharing the poster	15
	Next steps for the girls before Module 1b	15

Unit 10: Session 1

Literacy activity 10.1: Well done!

10 minutes

Plan

This is a quick activity for the whole group. You do not need to write down the learning objective.

Learning objective:

- To recognise and articulate personal achievements

You will need:

- a ball for throwing.

Do

Begin with a quick discussion of how important it is to celebrate both big and small successes. Ask the girls to think about the kinds of things they have been successful at. Include small successes, so that they are not overlooked. Ask the girls to think of someone in the group who has been successful at something – it doesn't matter how big or small.

- Stand in a circle and using the large ball throw it to one girl.
- As you throw it, say, 'Well done, [girls's name] ...' and one way she has been successful in the SAGE programme. For example, 'Well done, Marvellous! You worked hard on learning English.' Or 'Well done, Precious! You always came with a welcoming smile.' The comments do not have to only be about learning.

Assess

Encourage quiet girls to go first, so that other girls listen to them. Focus on these girls and record notes in your **Progress Books**.

Reflect



The girls gave so many compliments to their friends. I am so proud of them all.

Module 1a

Literacy activity 10.2: The unit story

30 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To use pictures to make predictions
- To listen and respond to questions about a shared text

Do

20 minutes

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

1. Invite the girls to describe what they can see in the picture on page 75 of the workbook. What is happening in the picture? What game are they playing? Have any of the girls in the session played this game? The girls can answer in English or their home language.
2. Then follow the same procedure that you did for the story in the previous unit (allow the girls to use their home language whenever they need to).
3. Go through the true/false statements on page 80 in exercise C and invite volunteers to tell you the answers. [Answers: 1 false (it is after the first block of sessions has finished), 2 false (they play with animal names), 3 true, 4 true]

Independent work

Ask the girls to complete Activity D, page 80 in the workbook, inviting ideas for pada words before the girls start. Examples:

- meat, vegetables, sadza, carrots, salt, oil, potato, beans, rice, onion
- make, ask, like, play, sit, find, use, write, read, do
- this, those, the, mother, then, thanks, path, thin, throw, both
- eleven, nineteen, twenty-one, forty, seventy-five, one hundred, one hundred and fifty, six hundred, one thousand, ten thousand

Assess

During independent work, complete any outstanding literacy/learning English assessments

Reflect

Learner 'I really enjoyed drawing pada grids'

Module 1a

Literacy activity 10.3: Literacy skittles

35 minutes

Plan

Write the learning objective on the board.

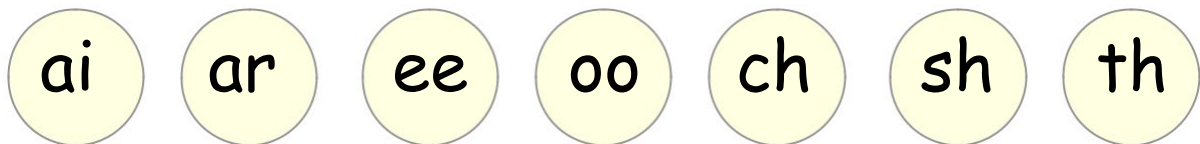
Learning objective

- To practise reading words with pairs of letters that make one sound

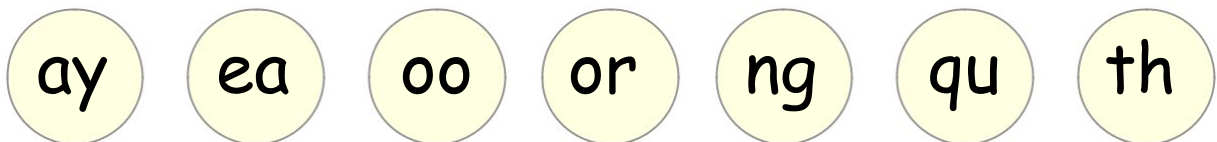
You will need:

- ✓ the skittles you made for the numeracy activity in the previous unit
- ✓ to make small cards with the letters below (note that *oo* and *th* are repeated)
- ✓ something to stick the cards onto the skittles.
- ✓ a hoop to throw over the skittles. This could be made with paper/manila and sticky tape or a piece of old rope. Alternatively, the players could throw a ball (made of scrunched-up paper and sticky tape) at the skittles.

SET 1:



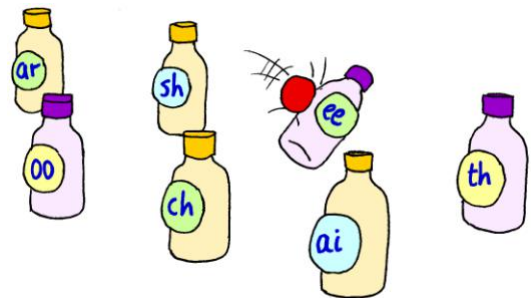
SET 2:



Do

Point to the learning objective and tell the girls what they are learning in this activity.

1. Make sure the room is organised so that everybody will be able to see the skittles clearly. If necessary, move furniture out of the way. Place the skittles on the ground, and fix the SET 1 letter cards to them.
2. The girls form teams of four/five. One girl from each team comes to the front of the group. Say a word containing one of the sounds, and check comprehension of the word. The girl throws the hoop/paper ball at the bottle marked with the sound in their word. If she hits the correct skittle, she wins a point for her team.
3. Then a member of the next team has a turn, and repeats with a different word. Continue until everybody has had at least one chance to throw. Keep a note of the teams' scores. At the end, announce the winner.



Module 1a

4. Write one word from the game with each pair of letters on the board and get the group to practise saying them again. The girls copy these words into their books.
5. Repeat with the SET 2 cards.

Assess

Watch as the girls join in and play together. Support those girls who appear less confident.

Reflect



There was so much noise in this activity and I was a bit concerned. However, the girls were all learning so I should be less worried.

Learning English 10.1: Blending letters together

35 minutes

Plan

Write the learning objectives on the board.

Learning objectives:

- To match letter sound (phoneme) to written letter (grapheme)
- To blend letter sounds to make words
- To practise writing skills

You will need:

- ✓ to make flashcards for the letters below. Write each letter in its small form with a marker pen, so it fills a piece of manila or paper that is at least A4 size (21 x 29.7 cm) or use small chalkboards. You will also need some letters from previous units.

ir

wh

ph

a-e

i-e

o-e

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

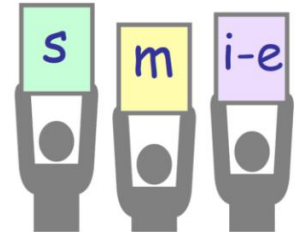
10 minutes

Module 1a

1. Repeat the activity as described in previous units with the following words:

girl (g / ir / l) *when* (wh / e / n) *which* (wh / i / ch) *third* (th / ir / d)

2. Use a different method with the cards with a-e, i-e and o-e.
3. Give a line of girls the cards as shown on the right. The rest of the group must guess what letter goes in the space.
4. When they have guessed, they all say the word together.



make (m / a-e) *like / life* (l / i-e)

home / hole / hope (h / o-e)

white / while (wh / i -e)

phone (ph / o-e)

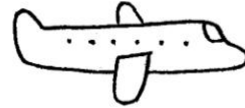


plate / plane (p / l / a-e) *smile* (s / m / i-e) *stone / stove* (s / t / o-e)

5. Write the sentences below on the board. After you write each sentence, get the group to practise saying it together a few times: tap each word, and the group says that word as you tap it.

My phone is on the stove.

I like big white plates.

We smile when we see a bird.

The bird is in the hole in the ground.

Independent work

25 minutes

Each girl chooses one sentence, and copies it into her notebook. Then she draws a small picture to go with it. Higher attaining girls can write their own compositions and include at least three of the words.

Assess

Visit each of the groups and comment positively on the girls' achievements.

Reflect



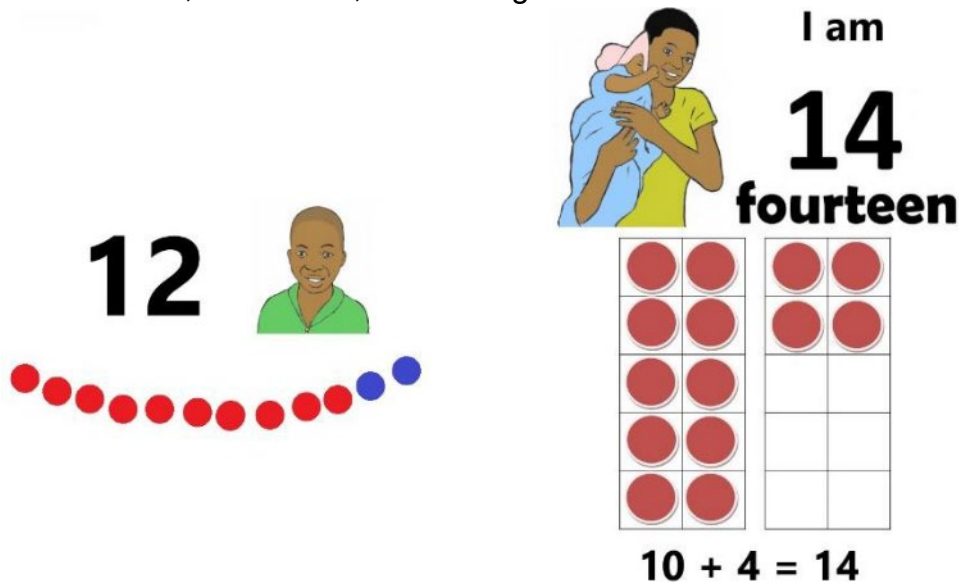
The girls have made so many improvements. In the first session only some girls could write in home language and now many of them can. They can use their literacy skills in their everyday lives.

Unit 10: Session 2

The girls will prepare a poster throughout this unit. It will include numeric information about themselves and their lives.

You need to:

- ✓ make a poster about yourself in numbers to share with them. There is a template and an example poster in the workbook (pages 82–83). The poster template has space for eight pieces of numerical information. These can be simple or more complex. The girls can draw pictures and diagrams and use resources, such as number lines, ten frames, bead strings and dice. Have a look at these examples:



Numeracy activity 10.1: Poster preparation (planning)

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To bring together and consolidate learning from across the module
- To demonstrate a knowledge and understanding of numbers (0–50) and the ways they can be used

Do

Point to the learning objectives and tell the girls what they are learning in this session.

Guided work

10 minutes

1. Explain to the girls that they are going to make a poster about themselves. It will show the numbers that help tell their story. It should include information about themselves and their lives. It can include information about friends and family too.
2. Show them the poster you have made. Talk through what you have included and why you included it. Explain the different ways you showed the numbers. Tell them there is also an example in their workbook.

Independent work

15 minutes

1. Put the girls in groups of around five/six. Ask them to share ideas about the information they might like to include on the poster.
2. After five minutes, ask each group for one or two ideas and write these somewhere everyone can see.
3. Offer some ideas so there are lots of options to choose from. Some ideas include:
 - age (of themselves, of friends and family, difference in ages ...)
 - animals on the homestead (how many of each kind, the total ...)
 - body facts (height, leg length, hair braids, how much longer ...)
 - family (how many brothers or sisters, how many on the homestead in total ...)
 - activities (how often they cook in a week, how often they visit the market ...)

Assess

Listen to the ideas and note them on the board as the girls present them. Allow the girls to choose the information that goes on their poster; they do not all need to be the same. Challenge higher-attaining girls to include more complex information and to use larger numbers.

Reflect

We couldn't always agree on what information should go on our posters. In the end, we decided that variety was important, so we didn't focus on one area too much but instead did a range.



Numeracy activity 10.2: Making the poster

50 minutes

Do

Independent work

1. Ask the girls to start making their poster on the template in their workbook.

Module 1a

2. Tell them they can ask other girls for information if they need it. For example, if they want to include information about their ages or their difference in heights.
3. As the girls work, walk round and talk to them about their posters.
4. You could suggest ways they could extend what they have done, for example showing how 15 could be drawn, or the ways it could be made, for example $10 + 5 = 15$ or $20 - 5 = 15$ or $13 + 2 = 15$.
5. Encourage girls who are struggling and offer simple ideas to get started.

Assess

Encourage the girls to check and calculations carefully before adding them to their poster. Discuss any misconceptions or concerns as they arise.

Reflect



When some girls become stuck, I suggested they go and look at other girls' posters to get some ideas. Most girls seemed to enjoy this sharing and discussion.

Numeracy activity 10.3: Sharing the poster

15 minutes

Do

1. Find a space where all the posters can be pinned on a wall or laid out on the floor.
2. Ask the girls to put their poster there.
3. Ask the girls to take a few minutes to look at the posters the other girls have made. They should find out three interesting things they didn't know before. They could note these on their chalkboard.
4. Bring the girls back together and ask the girls to share an interesting fact. You can also point out some interesting things you noticed.

Assess

If you have a camera on your phone, take a picture of each poster. Take note of what the girls have chosen to present. Are there gaps in their knowledge? What have they chosen to leave out? Why might this be?

This information will be useful when planning Module 1b activities.

Module 1a

Next steps for the girls before Module 1b

15 minutes

Plan

Write the learning objective on the board.

Learning objective

- To agree next steps for learning

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Find out from the girls what they will do to prepare for Module 1b. Ask them:

- *How will you continue your learning?*
- *What do you need to keep practising?*
- *Who can help you?*

Examples might be:

- *I want to practise counting money for my mother at her tomato stall.*
 - *I want to practise my English by speaking with my grandmother who has very good English.*
 - *I want to practise my reading, by reading the SAGE stories to my younger siblings.*
1. Girls talk in pairs and decide on their sentence. They will each need to say it out loud to the group.
 2. Ask each girl to say what she will do to keep practising her learning. Note down their responses in your **Progress Book**.
 3. Remind the girls of the date Module 1b begins.
 4. Remind the girls to take home their Learner's Self-Study Workbook – they can continue reading the stories, teaching their own children or siblings, and finish any activities.
 5. If you have invited community leaders, ask them to say encouraging words to the girls.
 6. Congratulate each girl as she leaves the hub.

Learner's Self-Study Workbook

5 minutes

Complete any outstanding literacy assessments from Units 5, 6, 7, 8 and 9.

Guide the girls through what they need to complete the writing exercises (E and F) for this unit (Unit 10). Alternatively, as it is the last unit of the block, they could do this in the session rather than at home.

Appendix A

Initial progress assessments

Literacy/Learning English Initial Progress Assessment (IPA): Module 1a

You need to create a Literacy/Learning English IPA page in your Progress Book (see page 137)

All girls need to complete the **Initial Progress Assessment** at the beginning of Module 1a.

Time will be given for this in Welcome Week. Module 1a training will equip you with the skills to complete the assessments.

Speaking and listening		
Ask the girl these questions in her home language.		
What is your name? Can you write it down?		
Ask the girl these questions in her home language. Encourage her to answer in full sentences.		What the assessor should look for
How many are in your family?	What is your aspiration for the future?	Answers questions with one- or two-word answers Answers questions in full sentences Expresses attitude/feelings/opinions & interests
Ask the girl these questions in her home language. Encourage her to answer in full sentences.		
<i>Point to something green and ask:</i> This is the colour green. True or false?	<i>Point to a pencil and point to a book and ask:</i> The pencil is bigger than the book. True or false?	Can answer true/false statements

Ask the girl: Why do you want to come to SAGE sessions?	Express mood, attitude and emotion using stress, intonation and facial features
What do you hope to learn in SAGE sessions? Why is this important for you? Ask the girl to explain her answer.	Absolute justification of answer (able to explain her choices).

Letter/sound knowledge	
What is the name of this letter or letters? What sound does it/do they make?	
s	a
p	t
j	v
sh	ch

Word reading				
Point to each word and ask the girl: What is this word? Stop when she gets five words wrong.				
a	if	dad	yam	in
pan	dog	rat	big	get
see	look	go	and	no
line	plate	shop	help	came
water	children	this	live	away
stand	brother	said	your	please

Module 1a

Reading: Picture reading

Turn to page 9 in the Module 1a Learner's Self-Study Workbook.

Ask the girl: **What can you see in this picture?**

Describe what is happening. What might happen next?

Reading: Word reading

Point to the word 'Chipinge' in the text (below and on her copy) – ask the girl to tell you the word. If she cannot read the word, tell her what it says before she starts to read.

Tell the girl: **Read the words silently to yourself.**

Give her time to do this then say: **Read the sentences to me.**

Mark each word she gets correct.

**Chipinge is a big town. It has a busy market.
Mufaro lives there. She sells crops in the market.**

Words correct

4-7

8-14

15-18

Reads orally with expression

Comprehension

Ask the girl: **What is the story about?**

Reading to retell a story

Ask the girls two questions:

Question 1: **Where does Mufaro live?**

Question 2: **What does she sell in the market?**

Read silently and answer comprehension questions
Read with clarity and expression

Ask the girl:

What do you think could happen next?

Character analysis such as behaviour or actions

Writing

Ask the girl if she can write in her home language. If she can, ask her to write two sentences about her homestead. If she cannot write, ask her to draw a picture of her homestead.

<p>Correct pen handling</p> <p>Shaping letters correctly – small and capital letters</p> <p>Simple sentences correctly punctuated: question marks, full stops and capital letters</p> <p>Conjunctions ‘and’, ‘but’</p> <p>Descriptions of people, objects, pictures</p>	<p>Description of people, objects, pictures and places using parts of speech – nouns, verbs, prepositions and adjectives</p> <p>Fluent, legible joined handwriting</p> <p>Extended punctuation – full stop, question mark, comma and exclamation mark</p>
---	---

Can write fluently and confidently across creative works, including prose/poetry and drama

Module 1a

Literacy Initial Progress Assessment (IPA): Module 1a

Girl copy

s	a
p	t
j	v
sh	ch

a	if	dad	yam	in
pan	dog	rat	big	get
see	look	go	and	no
line	plate	shop	help	came
water	children	this	live	away
stand	brother	said	your	please

Chipinge is a big town. It has a big market. Mufaro lives there. She sells crops in the market.

Module 1a

Numeracy Initial Progress Assessment (IPA): Module 1a

You need to create a Numeracy IPA page in your Progress Book (see page 137)

All girls need to complete the **Initial Progress Assessment** at the beginning of Module 1a.

Time will be given for this in Welcome Week. Module 1a training will equip you with the skills to complete the assessments.

If the girl does not understand English, ask her the blue questions in her home language. Move onto the next numeracy task.

What the assessor should look for

If a girl gets all the questions correct circle **YES**

Number sense: Counting

How many in each group?



Girl can count to 10

YES/NO

For girls who do not know their numbers, try the next activity, but if they do not score, stop the assessment.

Number sense: Number recognition

Read the numbers shaded blue

Read the numbers shaded pink

Read the numbers shaded yellow

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Girl knows numbers to 50

YES/NO

Girl knows numbers to 100

YES/NO

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
742			3,405			625, 400			

Girl knows numbers to 100,000
YES/NO

Number sense: Missing numbers

What numbers are missing?

8		10			13
---	--	----	--	--	----

Girl knows missing numbers to 50
YES/NO

What numbers are missing?

12	14			20	
----	----	--	--	----	--

Girl knows missing numbers to 100 (multiples)
YES/NO

What numbers are missing?

980	970	960			
-----	-----	-----	--	--	--

Girl knows missing numbers to 100,000 (backwards, multiples)
YES/NO

Number sense: Comparing and ordering numbers

Which number is bigger?

6 or 10	30 or 50
---------	----------

Girl can compare numbers to 50
YES/NO

Arrange these numbers, smallest to largest

75, 11, 9, 100

Girl can arrange numbers to 100
YES/NO

Module 1a

Arrange these numbers, smallest to largest

630, 2050, 54, 202, 1100,

Girl can arrange numbers to 100,000
YES/NO

Number sense: Place value

What is the value of the underlined digit?

42

63

380

Girl understands value of digits in numbers
YES/NO

Number operations: Addition

Find the total of

2 and 7

7 and 3

Girl can add single digit numbers
YES/NO

Find the total of

23 and 20

34 and 31

Girl can add two two-digit numbers
YES/NO

Find total

421

+ 136

515

+ 275

the of

Girl can add two three-digit numbers (any method)
YES/NO

Number operations: Subtraction

5 - 3 =

9 - 7 =

Girl can subtract single-digit numbers
YES/NO

27 - 20 =

43 - 21 =

Girl can subtract two-digit numbers (any method)
YES/NO

	$\begin{array}{r} 675 \\ - 230 \\ \hline \end{array}$	$\begin{array}{r} 578 \\ - 432 \\ \hline \end{array}$		Girl can subtract three-digit numbers (any method) YES/NO
--	---	---	--	---

Number operations: Multiplication

$3 \times 2 =$	$4 \times 5 =$		Girl can multiply two single-digit numbers YES/NO
$21 \times 2 =$	$14 \times 3 =$		Girl can multiply a two-digit number with a single-digit number (any method) YES/NO
$\begin{array}{r} 67 \\ \times 20 \\ \hline \end{array}$	$\begin{array}{r} 527 \\ \times 15 \\ \hline \end{array}$		Girl can multiply two- and three-digit numbers YES/NO

Number operations: Division

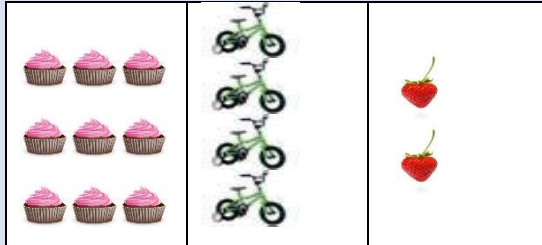
$8 \div 2 =$	$20 \div 5 =$		Girl can divide by a single-digit number YES/NO
$42 \div 6 =$	$80 \div 10 =$		Girl can divide by a one- or two-digit number (any method) YES/NO
$428 \div 4$	$369 \div 9$		Girl can divide a larger number (any method) YES/NO

Module 1a

Numeracy Initial Progress Assessment (IPA):

Module 1a

Girl copy



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

742	3,405	625, 400
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Literacy Initial Progress Assessment (IPA): Module 1a

Learning Hub			Pandhari						District		
Community Educator			Joyce Watyoka						District Coordinator		Lois Moyo
Name			Literacy and Learning English							TOTAL	Comments
		Speaking and listening	Letter/sound knowledge	Word reading	Picture reading	Reading (18)	Comprehension	Writing	1. Record each girl's motivation for coming to the hub		
Patience			3	3						Writing in Ndebele	
Clara	✓									Making friends	
Comments											

Numeracy Initial Progress Assessment (IPA): Module 1a

Learning Hub		Pandhari						District					
Community Educator		Joyce Watyoka						District Coordinator			Lois Moyo		
Name		Number sense						Number operations				TOTAL	
		Counting to 10	Number recognition 50/100/larger	Missing numbers	Comparing numbers	Place value 3-digits	TOTAL	Addition 1/2/3-digit	Subtraction 1/2/3-digit	Multiplication 1/2/3-digit	Division 1/2/3-digit		
Patience			3					2	2	No	No		
Clara	✓		5					3	3	3	2		
Comments													

