



SAGE Module 1c

Session Guides for Community Educators



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Module 1c: Have your say

What is this module about and why is it important?

At the end of this module, many of the girls who have been attending your Learning Hub will be halfway through the SAGE programme. This is a reason to celebrate!

Throughout this module, the girls will be thinking about their futures and what they will do at the end of this module. What they decide will depend on where they are with their learning. It is important that the girls have their say about how well they are doing with their learning.

By the end of Module 1c, the girls' learning should be equivalent to Grade 2/3 in all three subjects of numeracy, literacy and Learning English. To check this, in Units 9 and 10 all girls must complete the **Mid-Progress Assessment (MPA)**.

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 each session.

Modules, units and sessions

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 1c materials

You will use these **session guides** together with the Module 1c **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 some resources that you can find in your local community.

Strategies for Module 1c

There are two strategies for community educators to use in Module 1c. The first is **Graded grouping** and the second is **Guided and independent work**. Both strategies will help you support all girls with their learning.

Graded grouping

Now you know the girls in your hub, you will need to adapt or extend the familiar literacy and numeracy activities and the session guides show you how to do this. We also suggest you group girls to support them in their learning.

Using groups will help you work with girls who need more help with learning.

- You can group girls in different ways according to the activity. Sometimes girls can be in ability groups, sometimes in mixed-ability groups, sometimes in friendship groups.

- Spend time working with girls who need more help on an activity. Other girls can work in groups or independently on the same or extension activities.
- Girls who are more able will also appreciate your time. You can spend time with them in the same way. Give the other groups an activity they can do in small groups or independently.
- The more session time you can dedicate to girls working in groups doing activities, the more time you will have to help individuals or groups of girls.

Guided work and independent work

Enabling the girls to move from guided to independent learning is one of your key tasks as a community educator. In a guided learning situation, you give out a task that is heavily supported and scaffolded by you, the educator. All the girls in your group move through the task, frequently at the same time, closely following the instructions you have given them. Look at the following example.

Example:

In Learning English, the girls are learning about single-letter sounds.

Activity A (Guided work)

10 minutes

1. Organise the girls into small groups of between three and five. Each group will need a copy of the Self-Study Workbook open at the grid of letters in Unit 1, Exercise E.
2. Join one group, and demonstrate the first part of the activity. Point to a letter. Everybody in the group must say the sound. Get the girls to take it in turns to point to one of the letters while the whole group says the sound.

Activity B (Independent work)

10 minutes

1. The girls do the activity in their groups. Let it continue for a while, but stop before it becomes boring.
2. Each group goes through the whole chart together, and whispers the sound of each letter together. (Whispering means they won't distract nearby groups too much.)

Both Activity A (Guided) and Activity B (Independent) are exploring the same concepts, but in Activity B the girls have more autonomy over the task. However, this does not mean that your job is now reduced. In fact, as you let go of control over the task, your role is even more important as you need to constantly **monitor, give feedback, assess learning and involve all**.

Planning your sessions

Each SAGE learning session follows a four-part cycle – PLAN, DO, ASSESS, REFLECT.

Icebreakers and energisers

SAGE is a participatory approach to teaching and learning, so don't forget to keep the girls active. There are suggestions for icebreakers and energisers (see **Appendix A**) to keep the girls motivated. Choose one icebreaker and one energiser for every session – or use your own favourites. Music and dancing are always motivational.

Learner's Self-Study Workbook

Each girl will have their own copy of the Module 1c Learner's Self-Study Workbook. You will hand out the workbooks in the first session. The workbook provides the girls with activities to do in the session and at home. The workbooks are for the girls to write in, both in SAGE sessions and when they are away from the hub.

Resources you need to teach this module

Resource provided in the Hub	Resources to find	Resources to make
String	Ball	Model clocks
Card paper	Pegs	Bead string
Manila paper	Cardboard	Flashcards
Dice per pair	Variety of different containers	Counters for various activities
Pencils/pens.	Large clock	Large number line
Measuring tape	Measuring jug calibrated in litres	20 pictures of a netball.
Board/flipchart	Timer	Balance scales
Rulers	Different objects for estimating and comparing mass	Number spinner
Chalkboards for each pair	Safety pins, paper clips or sticky tape	
Squared paper for each pair of girls	Five containers with different capacities	
A4 paper	Empty boxes	
	Newspaper or magazine articles	
	Coloured pens for each pair of girls	

Assessment objectives

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

LITERACY/LEARNING ENGLISH

Speaking/signing

- Short stories, folktales and news
- Expressing mood, attitude and emotion
- Asking and answering *wh*- questions
- Dialogues
- Descriptions of people, animals and objects

Listening/observing

- Consolidating Grade 2 work, with an emphasis on long and short vowel sounds
- Instructions in a row
- News and short stories, including electronic media
- Dictation
- True/false or Yes/No

Reading/signing

- Reinforcing and developing reading skills learned in previous grades
- Reading words with silent consonants
- Reading a range of suitable texts with number and pictures for understanding and answering questions
- Retelling texts read

Writing/braille

- Writing legibly using appropriate script
- Constructing correctly punctuated sentences
- Writing a coherent short narrative or dialogue
- Dictation: words and short sentences

Progress Assessment

The **Mid-Progress Assessment (MPA)** checks the girls' assessment of literacy/Learning English learning across all the Module 1 objectives.

NUMERACY

Number

- Counting and using numbers in the range 0–1000
- Rounding to the nearest 10, 100
- Reading and writing fractions with denominators 2, 4, 5, 10
- Arranging fractions in ascending and descending order

Operations

- Vertical addition with exchange
- Subtraction with decomposition
- Multiplication by one digit including exchange
- Dividing by numbers up to 1000 using repeated subtraction
- Identifying numerators and denominators

Measures

- Telling the time (hour, half hour, quarter hour); months and seasons
- Measuring and comparing length, weight, capacity and speed (standard and nonstandard units)
- Finding the area and perimeter of simple shapes
- Using money in transactions, calculating totals and giving change, converting dollars and cents

Relationships

- Using tally charts, pictograms and graphs
- Collecting data and interpreting it from tables and graphs

Progress Assessment

The **Mid-Progress Assessment (MPA)** checks girls' assessment of numeracy learning across all the Module 1 objectives.

Unit 1: Vimbai plays netball

We know that SAGE girls like to be active and that they enjoy playing sport. This module introduces girls' activities with the focus of a hub competition. This could be across groups of girls in your learning hub, or maybe you could contact a nearby hub and plan for an inter-hub competition.

Learning objectives

Numeracy

- To read, write and order three-digit numbers
- To recognise place value in three-digit numbers
- To learn the months and seasons of the year
- To revise telling the time using 'o'clock' and 'half past'
- To introduce telling the time using 'quarter to' and 'quarter past'

Literacy/Learning English

- To listen to and understand a story in the home language
- To respond to questions about the text
- To develop knowledge of the ways that single letters represent sounds
- To develop skills in writing words with basic spellings

Subject and activity number	Activity	Time (mins)
Literacy 1.1	The unit story	30
Learning English 1.1	Touch the sound	30
Numeracy 1.1	Numbers to 1000	55
Learning English 1.2	Guess the word	40
Numeracy 1.2	Telling the time	35
Numeracy 1.3	Months and seasons	20
	Learner's Self-Study Workbook	10

Unit 1: Session 1

Literacy activity 1.1: The unit story

30 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

For all girls:

- To listen to and understand a story in the home language
- To respond to questions about the text

Some girls will be able:

- To read and understand a story in English and write answers to questions about it

Key vocabulary

Choose five words from the story the girls will find **difficult** and write these on the board. The words can be in home language or English.

Do

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

Follow the instructions below for the main story in the Learner's Self-Study Workbook for every unit. Refer back to these instructions each time. They are written in full for Units 1, 2 and 3.

Guided work

15 minutes

1. **Talk about the picture.** Invite the girls to describe what they can see in the story picture. Ask the question(s) in the Learner's Self-Study Workbook. The girls can answer in their home language or in English.
2. **Ask what will happen next.** Ask the girls to say what they think is going to happen in the story. They can answer in their home language or English.
3. **Read the story in the girls' home language.** Ask the whole group to read aloud some (but not all) sentences from the story, following your example.
4. **Difficult words.** Ask the girls to identify words they found difficult and write them on the board. Show the girls your difficult words and compare. Ask for volunteers to explain the words to other girls. The words might be in the home language or English.
5. **What happened in the story?** Ask the girls to tell you what happened in the story, or what the text was about.

6. **Read the story aloud in English.** Encourage the girls to follow the words on the page with their fingers if they can. Make sure they understand that this is optional.
7. **Read the story again.** The girls follow with their fingers if they can. Ask higher attaining girls to try reading some sentences in English.

Independent work

10 minutes

1. **Answer the questions.** Read through the questions in the home language or English.
2. **Work in pairs.** The girls work in pairs to answer the questions in the Learner's Self-Study Workbook. They can write the answers in their home language or English.
3. **Support girls.** Work with girls who find writing difficult and ask them to tell you the answers in their home language or English.

Extension activity (New in 1c)

4. For girls who find reading and writing easy, ask them to work in pairs. The girls ask and answer the personal questions given after the questions about the text (Exercise D or E depending on the unit). They can speak in their home language or English.

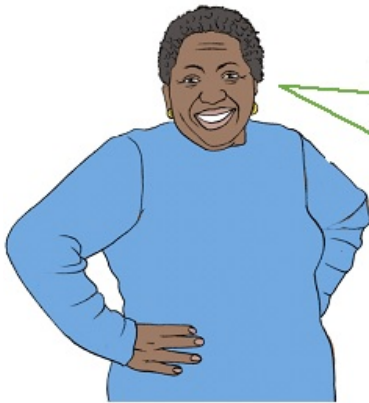
Assess

5 minutes

Choose six different girls to tell you the answers in their home language or English. They must say *why/how* they know it is the correct answer by referring back to the text. Record in your **Progress Book** the girls' achievement in speaking, listening and comprehension in either their home language, English or both.

[**Answers to the questions about the text:** C 1 true, 2 true, 3 false (she is 10), 4 false, 5 false, 6 true, 7 false (27 for Vimbai's team, 26 for Rudo's team)]

Reflect



Asking and answering the personal questions from the Learner's Self-Study Workbook helps the girls in my group to build their confidence in communicating.



Sometimes I need to encourage the quieter girls to do more than the minimum needed to answer the questions. I visit their pairs, and ask them to give more details about what they have said.

Learning English activity 1.1: Touch the sound

30 minutes

Plan

Write the learning objective on the board.

Learning objective

- Develop knowledge of the ways that single letters represent sounds

Do

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

Guided work

10 minutes

1. Organise the girls into small groups of between three and five. Each group will need a copy of the Learner's Self-Study Workbook open at the grid of letters in Unit 1, Exercise E (page 7).
2. Join one group, and demonstrate the first part of the activity. Point to a letter. Everybody in the group must say the sound (*just the sound of the letter, with no sounds added – for example 'sss' not 'sah or 'suh'*). Get the girls to take it in turns to point to one of the letters while the whole group says the sound.

Independent work

10 minutes

1. The girls do the activity in their groups. Let it continue for a while, but stop before it becomes boring.
2. Each group goes through the whole chart together, and whispers the sound of each letter together. (Whispering means they won't distract nearby groups too much.)
3. Join another group, and demonstrate the second part of the activity. Point to the capital and small-letter versions of one letter and say the sound. Then the girls do this activity together in their groups.

Assess

Feedback

10 minutes

Ask one group at a time to read one line of sounds. As the group say the sounds, note down any girls who find this difficult in your **Progress Book**. You will need to give these girls more help next time.

Reflect

Saying just the sounds of letters without any extra sound isn't easy, especially for the consonants. I practise this at home, so I can do it well in the sessions.



Numeracy activity 1.1: Numbers to 1000

55 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

- To read, write and order three-digit numbers
- To recognise place value of three-digit numbers

Key vocabulary

digit, hundreds, tens, ones

You will need:

- ✓ a piece of string and some pegs
- ✓ a set of five cards with the numbers shown below on them
- ✓ a set of 0–9 number cards for each pair of girls.

361	946	758	508	425
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Do

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

Guided work

20 minutes

1. Ask five girls to hold the cards and stand in order from highest to lowest

Ask:

- Which number is highest? How do you know?
- Which number is between 700 and 800? Which hundred is it closest to?
- Which number has a 6 in the tens column?

2. Tie a piece of string between two chairs to act as a 0–1000 number line. Ask for volunteers to peg the numbers on the line.

Ask:

- Can you read the number out loud?
- Which hundred is each number nearest to?
- What is the value of each digit?

Repeat the activity by asking girls to come up with their own three-digit numbers to place on the number line:

Ask:

- Make a number with three digits all the same – where would you place it?
- Make another number in the 800s – where would you place it?
- Make a number that is smaller than all the other numbers – where would you place it?
- Now you have a new set of numbers, ask some more 'between' and 'nearest to' questions.

Independent work

25 minutes

All girls can play the greater than/less than game. Put the girls in pairs.

Greater than/less than game

1. Each pair has a set of 10 cards of equal size – one for each digit (0, 1, 2, 3, 4, 5, 6, 7, 8, 9). You may already have these from the previous module.
2. Mix the cards then place in a pile face downwards
3. Each girl draws three boxes (see right).
4. The winner is the player who can makes the largest/smallest number.
5. Play the game ten times, awarding a point for the largest number the first five times and the smallest number the second five times.

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To play the game:

- Step 1:** Turn over the top card. Each girl writes the number in **any one** of their three boxes.
- Step 2:** Turn over the next card. Each girl writes the number in one of their two empty boxes.
- Step 3:** Turn over the next card. Each girl writes the number in the last empty box.
- Step 4:** The girls each write a sentence to compare their number and their partner's number using the notation $<$, $>$ or $=$. For example: $893 > 398$

Higher attaining girls could go on to play this game:

Making all the numbers

- Step 1:** Turn over three cards.
- Step 2:** List all the three-digit numbers you can make with those three digits.
- Step 3:** Convince your partner that you have made all the numbers.
- Step 4:** Write the numbers in words.
- Step 5:** Write a sentence about the value of each digit.

Assess

10 minutes

Ask one group of girls to list all of the three-digit numbers you can make with:



Ask another girl to convince the rest of the group that she has got all the numbers.

- Some learners could work with two-digit numbers.
- Some learners could work in the context of a measure. Girls who are not yet ready to work with 3-digit numbers could work with 2-digit number instead. Girls who are finding this easy could work in the context of measure. For example, 274 cm.

Make a note of which girls find it hard to know how to arrange digits to make the largest/smallest number, so you can give them extra support.

Reflect

The girls made the link between the tens column and the hundreds column really quickly, but they needed help to understand the difference between a number and a digit. I introduced the girls to working systematically to prove that they had listed all possibilities.



Unit 1: Session 2

Learning English activity 1.2: Guess the word

40 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To develop skills in writing words with basic spellings

Key vocabulary

Choose five words from the list below **plus** frog, zebra, dog, hat, bag, drum, belt

WORDS FOR THE ACTIVITY:

pen	sit	dog	and	hat	cup
not	men	box	get	jug	leg
six	red	van	wet	bag	yes
stop	jump	lots	must	hand	best
frog	mend	clap	flag	drum	belt
stand	zebra	ant	sun	step	cat

Do

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

- Write the alphabet (except for *q*) on the board/chart, and lead the girls in saying the sound (and only the sound) of each letter. At the same time, for each letter, get them to write the shape of that letter with their fingers in the air.
- Choose a word from the list above. (It is important the word comes from this list, as many English words are not suitable for this activity.)
- Say the sound (and only the sound) of the first letter. The girls must write the letter on paper. Continue with the second letter. Invite guesses about what the word could be (but do not say what it is yet).
- Continue until the word is complete. The girls say the word together.
- Ask the girls what the word means. Translate into their home language if necessary.
- Next, ask the girls to say each letter sound individually while they point at the letters they have written. Then they run their fingers along the letters and say the whole word again.
- Repeat with some or all of the other words above. Be sure to include the words in **bold**, as they feature in a Learner's Self-Study Workbook exercise.

Extension activity

8. Encourage girls with higher levels of literacy to do this activity **in joined-up writing**. Do not insist on joined-up writing for those girls who are not yet able to do it.
9. Ask girls with higher levels of literacy to choose a word and to write a sentence that demonstrates their understanding of the word's meaning.

Assess

Note in your **Progress Book** the girls who were working at a higher level of literacy. You will need to extend these girls next time so that they do not become bored.

Reflect



I noticed the girls were very good at identifying the letter names but they found the letter sounds more difficult. I need to practise these so that I am sharing the correct pronunciation.

Numeracy activity 1.2: Telling the time

35 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

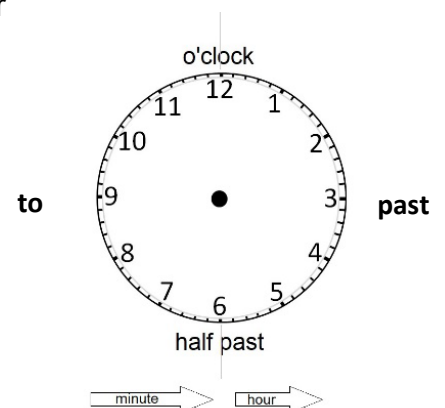
- To revise telling the time using 'o'clock' and 'half past'
- To introduce telling the time using 'quarter to' and 'quarter past'

Key vocabulary

quarter to, half, half past, quarter past, o'clock

You will need:

- ✓ the model clocks that you made for Unit 1 in Module 1b
- ✓ a large clock that all the girls can see.



Copy this timetable onto the board or wall.

Match	Start time	First quarter	Second Quarter	Third Quarter	Finish
Zimbabwe v Uganda	7:00				
England v South Africa	2.30				
Northern Ireland v Trinidad and Tobago	5:15				

Do

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

Guided work

15 minutes

- Put the girls in pairs. Each pair has a clock.
- Ask the girls to move the hour hand and count with you around the clock – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.
- Ask the girls to move the minute hand with you and count around the clock – 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60. Stop at 15, 30 and 45 and note the relationship between quarter, half and three quarters.
- Tell the girls that netball practice takes place twice a week for an hour.
 - On Monday, it starts at 5 o'clock and lasts for an hour. Ask the girls to make the time that practice starts and finishes on their clock.
 - On Wednesday, practice starts at 3.30 and lasts for an hour. Ask the girls to make the time that the practice starts and finishes on their clock.
- Tell the girls that a game of netball lasts for an hour and is divided into four equal parts. Netball matches are played at 11 o'clock on Saturday. Ask: **'What time will it be at the end of the first quarter?'**
- Move the minute hand a quarter of the way around the clock – which number do you reach? (3)
- Move the hour hand so that it is a quarter of the way between 11 and 12. Read the time as 'quarter past 11'.
- Repeat this for the second and third quarters and the end of the match (11.30, 11.45 and 12 o'clock).**

Independent work

15 minutes

If girls are struggling, stay with them and repeat the activity above. If girls are successful, ask them to work independently on the next activity in small groups.

- Show the girls the timetable and explain that it shows the times of some matches in the 2019 Netball World Cup.

2. Remind them that 2.30 is the same as 'half past two', and 5.15 is the same as 'quarter past five'.
3. Tell the girls to write down on their board the time that the first, second and third quarter started, and the time each match finished. Encourage the girls to use their clocks to work out the time by moving each of the hands forward 'one quarter'.

Feedback

5 minutes

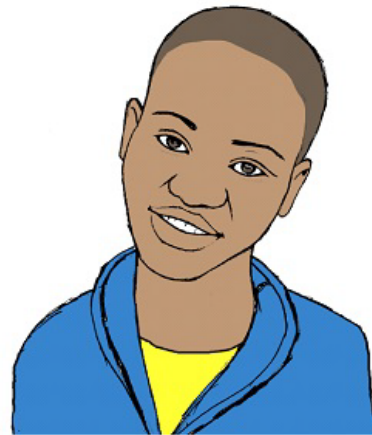
Ask three girls who were working on the independent work activity to share their learning with the whole group.

Assess

Telling the time is something that learners often struggle with. Find opportunities you have in your daily activities to tell the time and note whether the girls have remembered the key points. Record the names of girls who are struggling in your **Progress Book**.

Reflect

I liked learning about how netball matches are organised into quarters. I think I need some more practice in reading times that are 'quarter to' the hour



Numeracy activity 1.3: Months and seasons

20 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To learn the months and seasons of the year

Key vocabulary

spring, summer, autumn, winter, January, February, March, April, May, June, July, August, September, October, November, December

You will need:

- ✓ 12 flashcards showing the months of the year
- ✓ flashcards for each of the seasons
- ✓ lots of blank flash cards for the girls to write on.

Draw the diagram below (with just the month numbers and the headings) onto a large sheet of paper that can be displayed on the wall.

	Month	Season	Birthdays	Events
1				
2				
3	<i>March</i>	<i>Autumn</i>		
4				<i>Easter</i>
5				
6				
7				
8			<i>Patience</i>	
9				
10				
11				<i>Planting</i>
12		<i>Summer</i>		

Do

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

Guided work

1. Place the months of the year flashcards into an envelope or bag and ask a girl to pick one out. Ask a confident reader to read the word out loud.
2. Ask a girl to place the card in the correct place on the diagram. For example, if she chooses March it should go in month three.
3. Continue with the task until all the months are added.
4. Now repeat for seasons.
5. Give each girl a blank flashcard. Ask them to write their name on it and then come and stick their name card onto the board by their birthday month.
6. Divide the class into 12 groups and give each group a blank flashcard and allocate them a month. Ask the group to identify an activity that occurs in that month and then come and place it on the diagram.
7. End with a flashcard with the month of the hub competition and place this onto the events list.
8. Leave the work on display as a reference point.

Assess

Choose six girls to write notes about in your **Progress Book**. You will need one page for every girl in your **Progress Book**.

Draw on the informal knowledge that the six girls have about annual activities and events, and note this in your **Progress Book** so you can build on it.

Reflect

I knew the names of the months but sometimes I got the order muddled. Now I can look up at the list at any time and remind myself



Learner's Self-Study Workbook

10 minutes

A: The girls develop their skills in blending letter sounds to form words.

Ask the girls to open their Learner's Self-Study Workbooks at page 8 for Unit 1, Exercise G. They must read the words and draw a simple picture for each one. Give assistance with understanding the words where needed. If time runs short, ask them to complete the exercise at home.

B. Gives the girls the preparation and support they need to do the at-home work independently.

At the end of this and every other unit, give the girls the preparation and help they will need to complete the self-study pages at home. These pages help them to prepare for the next session. So, at the end of Unit 1, ask them to look at the Learner's Self-Study Workbook pages for Unit 2. At the end of Unit 2, ask them to look at the pages for Unit 3 etc.

Explain that Unit 2 Exercises E and F (page 13) are speaking exercises. They must point and say the words aloud. Ideally, they should do this with at least one SAGE friend.

Unit 2: Supporting the Gems

The Zimbabwean netball team were very successful in the World Cup 2019. They reached the Quarter Finals, but were beaten 58–47 by Uganda. To celebrate their success, this unit tells the story of the Zimbabwean team, the Gems.

Learning objectives

Numeracy

- To round to the nearest ten
- To learn how to collect and represent data, using tally charts and pictograms
- To represent and interpret information in tables and bar charts

Literacy/Learning English

- To listen to and understand a story in the home language
- To respond to questions about the text
- To develop knowledge of common words with irregular spellings
- To practise reading words with irregular spellings
- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories

Subject and activity number	Activity	Time (mins)
Literacy 2.1	The unit story	30
Numeracy 2.1	Rounding to the nearest ten	30
Numeracy 2.2	Netball practice	35
Learning English 2.1	Touch the word	30
Numeracy 2.3	Netball World Cup 2019	50
Learning English 2.2	Wear the word	40
Learning English 2.3	Reading a simple text	15
	Learner's Self-Study Workbook	5

Unit 2: Session 1

Literacy activity 2.1: The unit story

35 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

For all girls:

- To listen to and understand a story in the home language
- To respond to questions about the text

Some girls will be able:

- To read and understand a story in English and write answers to questions about it

Key vocabulary

Choose five words from the story the girls will find **difficult** and write these on the board. The words can be in the home language or English.

Do

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

Follow the instructions below for the main story in the Learner's Self-Study Workbook for every unit. Refer back to these instructions each time. They are written in full for Units 1, 2 and 3.

Guided work

20 minutes

1. **Talk about the picture.** Invite the girls to describe what they can see in the story picture. Ask the question(s) in the Learner's Self-Study Workbook. The girls can answer in their home language or in English.
2. **Ask what will happen next.** Ask the girls to say what they think is going to happen in the story. They can answer in their home language or English.
3. **Read the story in the girls' home language.** Ask the whole group to read aloud some (but not all) sentences from the story, following your example.
4. **Difficult words.** Ask the girls to identify words they found difficult and write them on the board. Show the girls your difficult words and compare. Ask for volunteers to explain the words to other girls. The words might be in the home language or some girls may choose to answer in English.
5. **What happened in the story?** Ask the girls to tell you what happened in the story, or what the text was about.

6. **Read the story aloud in English.** Encourage the girls to follow the words on the page with their fingers if they can. Make sure they understand that this is optional.
7. Read the story again. The girls follow with their fingers if they can. Ask higher attaining girls to try reading some sentences in English.

Independent work

10 minutes

1. **Answer the questions.** Read through the questions in the home language or English.
2. **Work in pairs.** The girls work in pairs to answer the questions in the Learner's Self-Study Workbook. They can write the answers in their home language or English.
3. **Support girls.** Work with girls who find writing difficult and ask them to tell you the answers in their home language or English.

Extension activity (New in 1c)

4. For girls who find reading and writing easy, ask them to work in pairs. The girls ask and answer the personal questions given after the questions about the text (Exercise D or E depending on the unit). They can speak in their home language or English.

Assess

5 minutes

Choose six different girls to tell you the answers in their home language or English. They must say *why/how* they know it is the correct answer by referring back to the text. Record in your **Progress Book** the girls' achievement in speaking, listening and comprehension in either their home language, English or both.

[Answers to the questions about the text: C 1 The year the Gems played in the Netball World Cup for the first time, 2 The matches they won to qualify for the Netball World Cup, 3 The number of people who watched their matches on TV, 4 The number of countries in the Netball World Cup, 5 The Gems' position at the end]

Reflect

In Modules 1a and 1b, I used to ask one girl to stand and read the story in English. She often struggled. Now I read the stories to the girls and this has helped their listening comprehension.



Numeracy activity 2.1: Rounding to the nearest 10

30 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To round to the nearest ten

Key vocabulary

rounding

You will need:

- ✓ a large piece of cardboard with a 0–10 number line written on, folded at '5' so it will stand up as in the diagram below
- ✓ a large number line marked with graduations of ten up to 100 (can be written in chalk on the floor or in the dust outside); the spaces between the tens need to be the same distance as the folded cardboard (see diagram below)
- ✓ something to roll (ideally a small ball).

The girls will need:

- ✓ paper to draw parts of number lines/0–100 number line
- ✓ a set of 1–9 number cards per pair
- ✓ one 1–6 dice per pair.

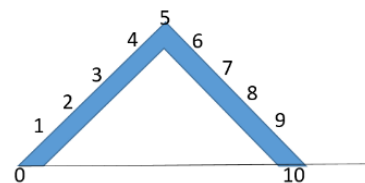
Do

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

Guided work

10 minutes

1. Explain that. Sometimes it is really important to measure things exactly. For example, if you are taking medicine you must be really careful to take the right amount. Other times an exact measurement is not needed, instead you need to know roughly how much is needed. For example, if you are buying cloth to make a dress you might round to the nearest 10cm when you buy the material and then cut the pattern out the exact size
2. Show the girls the 0–10 cardboard folded at '5', and placed on the number line you have drawn between 0 and 10 as shown. Say that an easy way to remember rounding is to think of a ball rolling down the side of a hill. If the ball starts off on a number less than 5, it is going to roll back to 0. If it starts on a number greater than 5, it will roll on to 10.



3. Ask a girl to see what happens if she starts the ball at 3. Which way does it roll? (*Down to 0*) So 3 rounded to the nearest ten is 0. Repeat for 7.
4. Say you want to know what 37 is to the nearest 10. Move the cardboard so it is now between 30 and 40 on the number line you have drawn.
5. Ask the girls to consider 37 and 34. How are they rounded? (*40 and 30*)
6. Ask what happens if the number ends in 5? Explain the rule that numbers ending in 5 round up to the next ten.

Independent work

15 minutes

1. The girls work in teams of three on their tables. They have 5 minutes to play the following game.
2. The teams take turns to throw the dice and turn over a number card. The number on the dice will be the tens digit, the number card will be the ones digit.
3. They decide whether they need to round the number up or down to the nearest ten.
4. If they round up, they get two points, if they round down they get one point.
5. The team with the most points at the end of the session wins.
6. Ask the girls to complete activity G in the Learner's Self-Study Workbook (page 14).

Some learners could round to the nearest 100. Some learners may benefit from continuing to use the large number line and the folded cardboard.

Assess

5 minutes

Say/write some two-digit numbers for rounding up or down to the nearest ten. Ask the girls to point towards the sky if they think the number should round up, towards the ground if they think it should round down.

While the girls are playing, watch and listen to see if they are rounding correctly. Record in your **Progress Book** the girls who are confident. You will need to extend their learning next time.

Reflect

I was finding it really hard to know which was the nearest ten, but my friend showed me how to use a number line to see which tens the number falls between. Now I can do it because I imagine which ten the ball will roll towards!



Numeracy activity 2.2: Netball practice

35 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To learn how to collect and represent data, using tally charts and pictograms

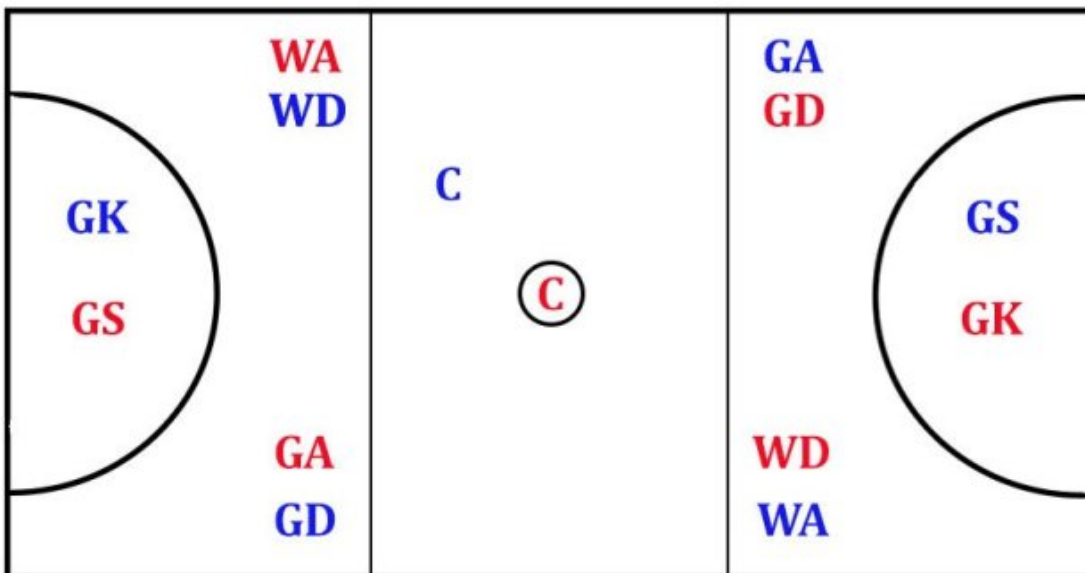
Key vocabulary

tally, pictogram

You will need:

- ✓ to draw a picture of a netball court on the board (see below)

NETBALL POSITIONS



● = BLUE TEAM

● = RED TEAM

- ✓ three A4 pieces of paper labelled **GS**, **GA** and **scorer**
- ✓ a ball
- ✓ about 20 pictures of a netball.

Do

Guided work

15 minutes

Point to the learning objective and tell the girls what they are learning today.

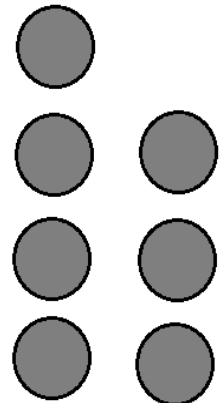
1. Explain that a netball team has seven players and each member of the team is given a name and a job to do. The goal shooter (GS) and goal attack (GA) work together to

score as many goals as possible. The scorer for the match will keep a tally of the number of goals scored. The number of goals scored can be quite high (for example Zimbabwe beat Sri Lanka by 79 goals to 49 in the 2019 World Cup).

2. Show the girls how to keep a tally by counting together to 12

1	2	3	4	5	6	7	8	9	10	11	12
				/	/	/	/	/	/	/	/

- Ask the girls to draw the tally marks for different numbers, such as 23 or 19, on their chalkboard.
- Pin the labels **GS** and **GA** on two girls and the label **scorer** on a third girl
- The goal scorer (**GS**) and goal attack (**GA**) each have ten shots at goal – this could be as simple as throwing a ball into a bucket. The scorer keeps a tally of the number of successful shots on the chalkboard so that all girls can see and check.
- Present the findings as a pictogram using an image of a netball
- Follow up with questions that ask the girls to interpret the data:
 - Who scored most goals?
 - What is the difference in the number of goals scored?
 - What is the total number of goals scored?



Goal shooter Goal attack

Independent work

15 minutes

Repeat the activity above in groups of three.

Assess

5 minutes

Check that girls are tallying correctly with the bar across the fifth entry. Choose one pair of girls to present their pictogram and pose questions for girls to answer:

- Who scored more goals?
- How many goals did each girl score?
- Compare with your own pictograms – what is the same and what is different?

Reflect



The pictogram lets us see the person who scored the most goals really clearly.

Learning English activity 2.1: Touch the word

30 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To develop knowledge of common words with irregular spellings

Key vocabulary

I / my	too / to / who / do / you	so / no / go	red / said
he / she / we	hair / there / where	play / they	her / were
hot / what	or / your	car / are	because / was

Do

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

Guided work

5 minutes

- The girls should open their Learner's Self-Study Workbook at the grid of words in Unit 2, Exercise E (page 13). Say one of the words. The girls must find and point at the word you say, and then say it all together. Repeat with the other words.
- Organise the girls into small groups of between three and five. Each group will need a copy of the Workbook open at the grid of words. Join one group, and demonstrate the next part of the activity. Point to a word. Everybody in the group must read and say the word. Get the girls to take it in turns to point to one of the words while the whole group reads and says that word.

Independent work

10 minutes

- The girls do the activity in their groups. Let it continue until every word has been covered at least once.
- Each group should go through the whole grid and whisper the sound of each letter together. (Whispering means they won't distract nearby groups too much.)

Guided work

10 minutes

- Join another group, and demonstrate the final part of the activity. Point to a word in Part F, and say the word and then point to the other word/words ending with the same sound in the main grid. The girls then take it in turns to do this.
- Girls with higher levels of literacy can do the task in small groups. Stay with girls who are finding this activity more challenging.

[**Answers:** The matches are:

I / my

he / she / we

hot / what

too / to / who / do/ you

hair / there / where

or / your

so / no / go

play / they

car / are

red / said

her / were

because / was]

Assess

5 minutes

Ask for one girl to be the leader – she is going to be the teacher. She must read the first word and the group must chorus the answer. You should join the group and be one of the girls. This should be a quick activity.

Girl: *I*

Group: *My*

Girl: *Too*

Group: *to/ who/ do/ you*

Note down in your **Progress Book** the names of any girls who either found this activity very hard or very easy. You will need to differentiate their learning next time.

Reflect



I had fun being one of the group. The girls laughed when they saw me joining in! It was good for the girl leader – it helped develop her confidence.

Unit 2: Session 2

Numeracy activity 2.3: Netball World Cup 2019

50 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To represent and interpret information in tables and bar charts

Key vocabulary

bar chart, table

Draw the table below onto the board:

Team	Won	Drawn	Lost	Points

Do

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

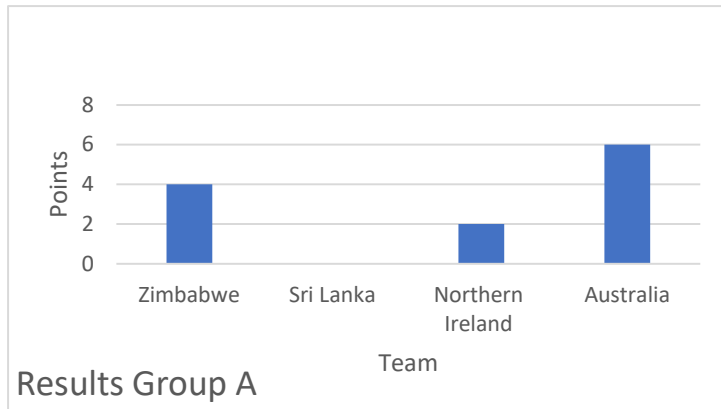
Guided work

10 minutes

- Tell the girls that 16 teams played in the Netball World Cup in 2019. They were divided into four groups for the first round. Zimbabwe were in a group A with Australia, Northern Ireland and Sri Lanka.
- Here are the results in a table

Zimbabwe	W L W
Sri Lanka	L L L
Northern Ireland	W L L
Australia	W W W

- Teams score two points for a win and one point for a draw. Work with the girls to complete the table on the board.
- Explain that they are going to present this information as a bar chart. Demonstrate by drawing a bar chart on the board.



5. Ask some questions which require the girls to interpret the data. For example:
- Which position did Zimbabwe finish in?
 - How many more points did Australia score than Zimbabwe?

Independent work

25 minutes

If girls are successful with the guided work, they can move to independent work.

1. The girls should turn to page 14 in the Learner's Self-Study Workbook, Activity H. Ask them to complete the table by working out the number of points for each team.
2. The girls should then present the data as a bar chart (Activity I).

Feedback

10 minutes

Ask two groups of girls to share with the whole group how they have interpreted the data they have presented. For example:

- Which position in the group did Zimbabwe finish in?
- How many points were scored altogether?
- Did Australia have more points than the rest the teams put together?

Assess

5 minutes

It is important that learners can read information from bar charts as well as make them, so check that every girl is able to do this. Make a note in your **Progress Group** of six girls who did this very well.

Reflect

It was interesting talking about where we see bar charts and why pictograms aren't used much in newspapers and so on. Graphs are much more efficient!



Learning English activity 2.2: Wear the word

40 minutes

Plan

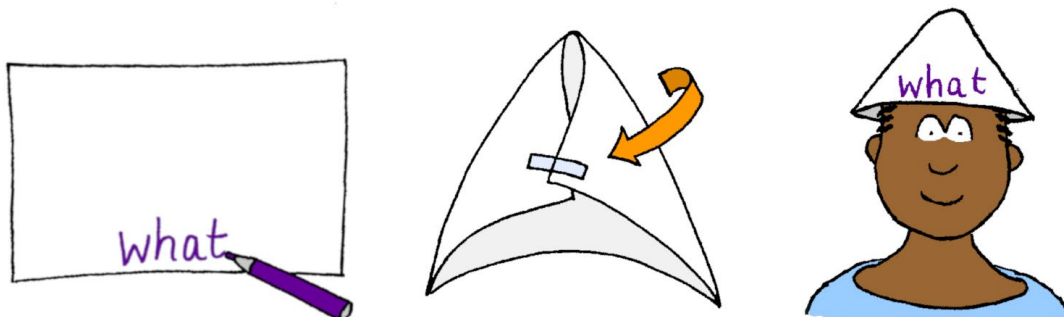
Write the learning objective on the board. For the key vocabulary, there are too many words to write on the board, but this is an active game so the girls will see the words on the word cards/hats.

Learning objective

- To practise reading words with irregular spellings

You will need:

- ✓ a set of cards with one card for each girl (If you will have fewer than 30 girls, choose the words you think will be most suitable for the group's level [the upper lines in the list are lower level]. If there will be more than 30 girls, repeat some words.)
- ✓ each of the words for the activity on separate pieces of A4 paper
- ✓ a way for learners to fix the cards to their clothing, for example, safety pins, paper clips or sticky tape. Alternatively, make sheets of A4 paper into hats with words, as shown in the diagram below. This can be the most fun way for the girls!



- ✓ You will also need a soft ball or other soft object for throwing for each group of around ten girls.

WORDS FOR THE ACTIVITY:

my	me	he	she	we	go
so	no	do	to	too	you
me	they	are	were	was	her
his	your	our	what	when	where
who	how	why	here	there	said

Save the word card/hats – you will need them again for Units 4 and 8.

Do

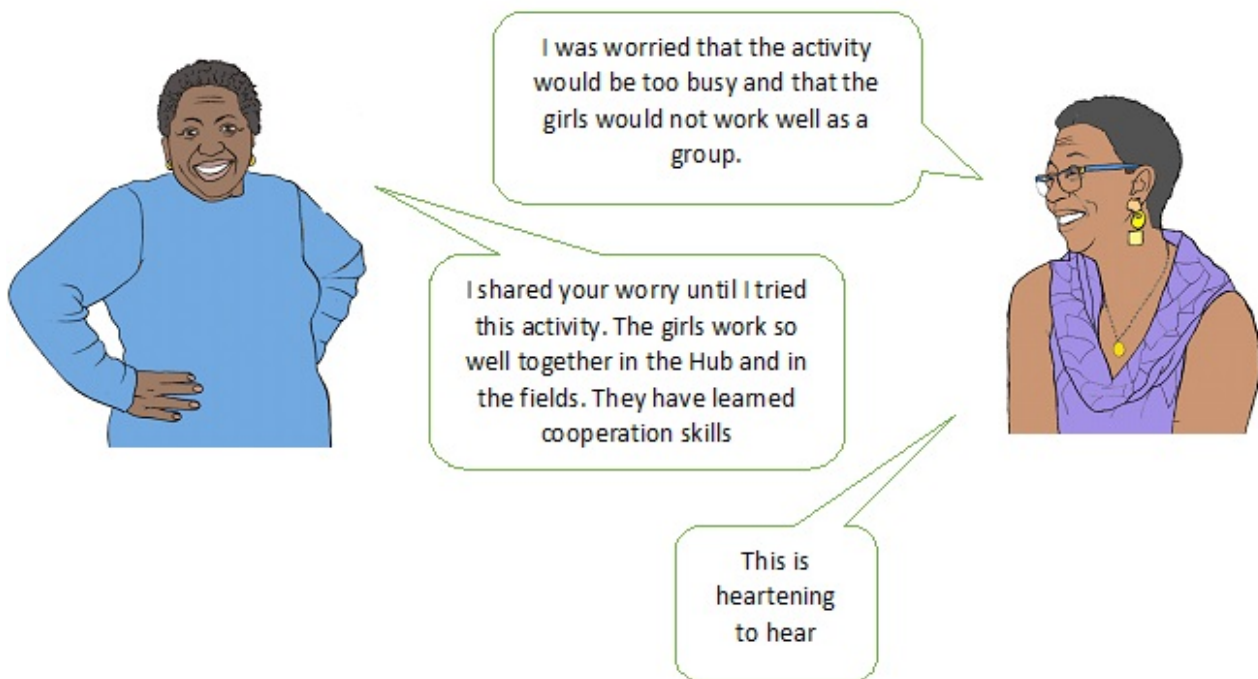
Point to the learning objective and tell the girls what they are learning in this activity.

1. Make a space in the middle of the room.
2. Hold up one card/hat or write the word on the board/chart. Ask for an example sentence with this word. If nobody offers one, give one yourself. Try to make it show the meaning of the word. Repeat with some of the other words – try to cover all the words that you think may be difficult for the group.
3. Organise the girls into groups of around ten. The girls in each group fix word cards to their clothes or put on their word hats. Then they stand in a circle. One girl chooses a word, and then throws the ball/object to the girl who is wearing that word. That girl must try to catch the ball, then choose another word that somebody is wearing, and so on.
4. Visit the groups to check they are doing the activity properly, and to give help if needed. Continue the activity until every word has been said a few times.
5. Swap the words between the groups so everybody now has a different word, and repeat the activity. Repeat again, so that every girl has seen every word in the set.

Assess

It is important for girls to be able read the words, but it very important for them to understand the meaning of the word. For girls who find the reading activity easy, ask them to tell the meaning of the word. Keep a note of girls who found this task difficult or easy, as you will need to differentiate their learning next time. Write this information in your **Progress Book**.

Reflect



Learning English activity 2.3: Reading a simple text

20 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories

Do

The 'readable texts' in this module are short texts that girls with low levels of English can read by putting together sounds of letters that they have learned so far. The texts also contain some common words with 'tricky' spellings. These are words that do not follow the most usual rules of spelling in English.

Follow the instructions below for the simple text at the back of the Learner's Self-Study Workbook for every unit. Refer back to these instructions each time. They are written in full for Units 2, 3 and 4.

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

Guided work

10 minutes

1. Ask the girls to open their Learner's Self-Study Workbooks at the back and find the simple text for this unit (for Unit 2, the story about Gift on page 78).
2. Ask the girls if any of them have read the story at home.
3. Ask for a volunteer to read the story out loud. Support the girl with her reading. If she gets a word wrong, quickly correct the word and encourage her to continue. Praise her for reading in front of the group.
4. If no one volunteers, then read the story to the girls. Ask them to follow the words with their fingers.

Independent work

10 minutes

1. Ask the girls to read the story to themselves. Some girls may do this silently, while others may say the words quietly to themselves.
2. The girls should work in pairs to check that they agree the match of the story with the picture on page 77.
3. The pairs should take turns to read aloud one line from the story, while the other follows the words with her finger.
4. They reverse roles and repeat, so that they each read aloud the sentences they did not read aloud last time.

Assess

Sit with a pair of girls and listen as they read the story. Check their pronunciation of each word. Note down any words the girls find difficult. Do the girls use their fingers to follow the words? When you have listened to a pair, record their achievement in your **Progress Book**. Try and listen to four pairs of girls in the session.

Reflect

Ask the girls to think about the 'Reading a simple text' activity. What did they like/not like about it? Use thumbs up/thumbs down to identify the girls' preferences. Ask the girls to explain their answers.



Learner's Self-Study Workbook

10 minutes

1. Get the girls to read the key words for Unit 3 (*snake, bike, game, made* etc.) at the top of pages 21–22 and check they know the meanings.
2. Ask the girls to complete these activities at home:
 - A. Complete the phonics pages with writing (Exercise E).
 - B. Complete Exercise F in their heads, or in writing if possible.
 - C. Look at the picture on page 15 and decide what the story is about.
 - D. Read the main story if they want to.
 - E. Answer the questions about it if they want to. They can do this in their heads or in writing.

Unit 3: Working in a clothing cooperative

SAGE girls work well together in their learning hubs. They also help each other in different ways – planting in fields, helping with childcare and encouraging each other.

In the unit story, Zanele, Chiedza’s friend, runs her own tailoring business with four other friends. Maybe someone from the local community could come and talk to your SAGE girls about working in a cooperative.

Learning objectives

Numeracy

- To know how to add two- and three-digit numbers using vertical addition
- To round to the nearest 100

Literacy/Learning English

- To listen to and understand a story in the home language
- To respond to questions about the text
- To introduce and/or practise words with a final e that changes the sound of the previous vowel.
- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories
- To practise writing sentences using own ideas, while using words ending with a ‘magic e’ (split digraph)

Subject and activity number	Activity	Time (mins)
Literacy 3.1	The unit story	30
Numeracy 3.1	Adding using vertical addition	45
Learning English 3.1	The ‘magic e’	40
Learning English 3.2	Reading a simple text	25
Learning English 3.3	Complete the sentences	30
Numeracy 3.2	Rounding to the nearest 100	20
Numeracy 3.3	More vertical addition	35
	Learner’s Self-Study Workbook	10

Unit 3: Session 1

Literacy activity 3.1: The unit story

30 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

For all girls:

- To listen to and understand a story in the home language
- To respond to questions about the text

Some girls will be able:

- To read and understand a story in English and write answers to questions about it

Key vocabulary

Choose five words from the story the girls will find **difficult** and write these on the board. The words can be in home language or English.

Do

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

Follow the instructions below for the main story in the Learner's Self-Study Workbook for every unit. Refer back to these instructions each time. They are written in full for Units 1, 2 and 3.

Guided work

15 minutes

1. **Talk about the picture.** Invite the girls to describe what they can see in the story picture. Ask the question(s) in the Learner's Self-Study Workbook. The girls can answer in their home language or in English.
2. **Ask what will happen next.** Ask the girls to say what they think is going to happen in the story. They can answer in their home language or English.
3. **Read the story in the girls' home language.** Ask the whole group to read aloud some (but not all) sentences from the story, following your example.
4. **Difficult words.** Ask the girls to identify words they found difficult and write them on the board. Show the girls your difficult words and compare. Ask for volunteers to explain the words to other girls. The words might be in the home language or some girls may choose to answer in English.
5. **What happened in the story?** Ask the girls to tell you what happened in the story, or what the text was about.

6. **Read the story aloud in English.** Encourage the girls to follow the words on the page with their fingers if they can. Make sure they understand that this is optional.
7. Read the story again. The girls follow with their fingers if they can. Ask higher attaining girls to try reading some sentences in English.

Independent work

10 minutes

1. **Answer the questions.** Read through the questions in the home language or English.
2. **Work in pairs.** The girls work in pairs to answer the questions in the Learner's Self-Study Workbook. They can write the answers in their home language or English.
3. **Support girls.** Work with girls who find writing difficult and ask them to tell you the answers in their home language or English.

Extension activity (New in 1c)

4. For girls who find reading and writing easy, ask them to work in pairs. The girls ask and answer the personal questions given after the questions about the text (Exercise D or E depending on the unit). They can speak in their home language or English.

Assess

5 minutes

Choose six different girls to tell you the answers in their home language or English. They must say *why/how* they know it is the correct answer by referring back to the text. Record in your **Progress Book** the girls' achievement in speaking, listening and comprehension in either their home language, English or both.

[Answers to the questions about the text: C 1 (Who) Chiedza, 2 (How many) four, 3 (What) Clothes, 4 (How) At a girls' training centre, 5 (Why) Because she did some work for them.]

Reflect



Now that girls with high literacy levels read and answer the questions in English, it gives me time to work with girls who still need help in their home language.

Numeracy activity 3.1 Adding using vertical addition

45 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- Add two- and three-digit numbers using vertical addition

Key vocabulary

hundreds, tens, ones

Modules 1a and 1b used bundles of sticks to help learners understand about tens and ones. This is impractical for hundreds and thousands. Place-value counters are a good next step in supporting understanding. Practise using them yourself before this unit.



You will need:

- ✓ 1 'hundreds' counter, 15 'tens' counters and 12 'ones' counters
- ✓ a large place-value chart drawn either on flipchart paper, on the ground or in the dust
- ✓ paper and pencils/pens.

Each group of four girls will need:

- ✓ 1 'hundreds' counter, at least 20 'tens' counters and least 20 'ones' counters
- ✓ a place-value chart (drawn on manila paper or a cardboard box, if you have one)
- ✓ paper and pens/pencils
- ✓ a measuring tape.

Do

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

Guided work

10 minutes

1. Girls should be sitting in groups of between four and six. Make sure all the girls can see what you are doing.
2. Tell the girls that Zanele and her friends make school uniform for girls from ECD to Form 4, so the dresses are all different sizes.
3. One dress Chiedza has to cut is 87 cm long, and another one is 75 cm long. She wants to see if she can cut them both out of a piece of cloth that is 170 cm long.
4. Ask: 'Does Chiedza have enough cloth to make both dresses?'

5. Model using place-value counters, a place-value chart and vertical addition at the same time to find the answer. The girls should copy what you do on the big place-value chart and the flipchart with their own resources on their tables.

What to say	Place value counters/chart	Written calculation															
<p>How many tens in 87? How many ones? How many tens in 75? How many ones? Write what you see.</p>		<table border="1"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td>8</td> <td>7</td> </tr> <tr> <td>+</td> <td>7</td> <td>5</td> </tr> <tr> <td colspan="3"><hr/></td> </tr> </tbody> </table>	Hundreds	Tens	Ones		8	7	+	7	5	<hr/>					
Hundreds	Tens	Ones															
	8	7															
+	7	5															
<hr/>																	
<p>How many ones altogether? There are 12. What is the rule? (No more than 9 in each column). Exchange ten ones for one ten and put it under the line in the tens column. Two are left in the ones column. Write what you see.</p>		<table border="1"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td>8</td> <td>7</td> </tr> <tr> <td>+</td> <td>7</td> <td>5</td> </tr> <tr> <td colspan="3"><hr/></td> </tr> <tr> <td></td> <td>1</td> <td>2</td> </tr> </tbody> </table>	Hundreds	Tens	Ones		8	7	+	7	5	<hr/>				1	2
Hundreds	Tens	Ones															
	8	7															
+	7	5															
<hr/>																	
	1	2															
<p>How many tens altogether? (Remember the 'no more than 9 in any column rule'). There are 16. Exchange ten tens for one hundred. Six tens are left in the tens column. Write what you see.</p>																	

ANSWER: Yes, there is enough cloth because the total equals 162 cm.

Independent work

30 minutes

- In their groups, the girls should use their tape measures to find out how much cloth would be needed to cut out a dress for them to wear. They should measure each other from the nape of the neck to just below the knee. Some learners may need support with measuring.
- Once they have all the measurements written down, they should choose two of them to add together to see how much cloth they will need for two dresses.

3. Two or three girls should use the place-value counters and the chart, the other two or three should write down the vertical addition.
4. They can check their addition using their bead strings and number lines (they will have to put two bead strings together).
5. They should then choose another two measurements and add those together.

Extension

Some higher attaining girls could try these activities during independent work time:

6. Some girls could measure around their wrists and add those numbers (smaller numbers).
7. Some girls could add all four numbers together if they would like a challenge.

Feedback

5 minutes

Ask one group of girls to demonstrate one of their additions using the big place-value chart.

Assess

Which girls use the correct language to explain what they are doing (exchanging ten ones for a ten etc.)? If you are unsure about some girls, ask them to explain what they are doing. Record your notes in your **Progress Book**.

Reflect

This way of explaining exchange (carrying) is so good – it stops the girls from getting the numbers round the wrong way when they carry, or just writing the tens and ones in the answer line – they loved it!



Learning English activity 3.1: The 'magic e'*

*The technical name for this is 'split digraph'.

40 minutes

Plan

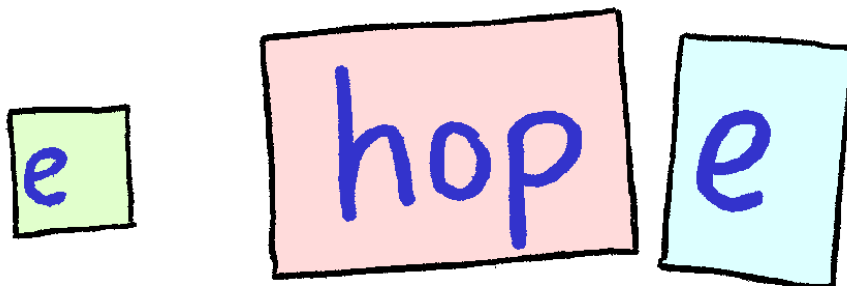
Write the learning objective on the board.

Learning objective

- To introduce and/or practise words with a final e that changes the sound of the previous vowel

You will need:

- ✓ For PART 1: A letter e on a piece of card or paper. The letter should be about the same size as you normally write on the board/chart.
- ✓ PART 2: A larger piece of paper or card with a much bigger e on it. You will also need the words below written on pieces of paper or card of a similar size.



at bit hop mad pip tub
not tap rip cut pal plan

Do

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

PART 1:

10 minutes

- Write the words shown below on the board/chart. As you write the word, say it so that the girls hear the way it sounds.
- Get the girls to read and say the first word together three or four times.
- Then place your e card at the end of the word. Now get the girls to read and say the new word.

4. Repeat with the other words.

at	bit
hop	mad
pip	tub
not	tap
rip	cut
pal	plan

All the words (with and without a final e) are real. The most important thing is that the girls understand how the e changes the sound of the previous vowel.

PART 2:

10 minutes

1. Ask five girls to come to the front, and give each one a word card.
2. Go to one girl and hold the e card at the end of the word. The group must read and say the word.
3. Go to another girl. Again, put the e card against the word, but this time, turn the e card around so it appears blank. The group must read and say the word (without the final e).
4. Repeat with all the cards, sometimes showing the e and sometimes not.
5. Choose another five girls, and repeat. This time, ask a girl to take over your role with the e card.

PART 3: WORD BINGO

15 minutes

1. Write all 24 words (with and without a final e) from the previous parts in random order on the board/chart.
2. Each girl draws a grid with six boxes, and chooses one word to write in each box.
3. The girls take it in turns to read and say one of their words. She and any other girl with that word can cross it off.
4. The first girl to cross off all six words wins. Continue playing until everybody has crossed off all the words.
5. Repeat the game two or three times – the girls must choose different words each time.

hop	bit	made
cute	plane	hat

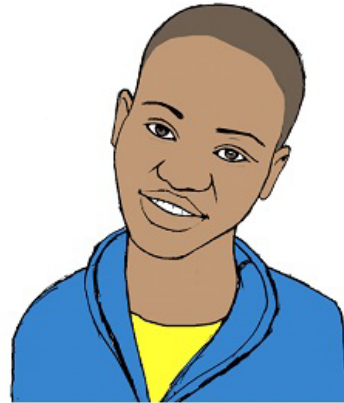
Assess

5 minutes

This activity will be difficult for some girls, as they will find it hard to hear the change in the vowel sound. Put girls who are struggling in pairs for Part 3: Word Bingo. This will help them learn from a more experienced learner. Note down in your **Progress Book** the girls who found this activity difficult.

Reflect

This activity was difficult for me. I found the first part easy, but when the 'e' was added I found it difficult to hear the sound and change the vowel sound. My friends helped me, but I need more practice.



Unit 3: Session 2

Learning English activity 3.2: Reading a simple text

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories

Do

The 'readable texts' in this module are short texts that girls with low levels of English can read by putting together sounds of letters that they have learned so far. The texts also contain some common words with 'tricky' spellings. These are words that do not follow the most usual rules of spelling in English.

Follow the instructions below for the simple text at the back of the Learner's Self-Study Workbook for every unit. Refer back to these instructions each time. They are written in full for Units 2, 3 and 4.

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

Guided work

10 minutes

1. Ask the girls to open their Learner's Self-Study Workbooks at the back and find the simple text for this unit (for Unit 3, the story about Rose on page 78).
2. Ask the girls if any of them have read the story at home.
3. Ask for a volunteer to read the story out loud. Support the girl with her reading. If she gets a word wrong, quickly correct the word and encourage her to continue. Praise her for reading in front of the group.
4. If no one volunteers, then read the story to the girls. Ask them to follow the words with their fingers.

Independent work

10 minutes

1. Ask the girls to read the story to themselves. Some girls may do this silently, while others may say the words quietly to themselves.
2. The girls should work in pairs to check that they agree the match of the story with the picture on page 77.

3. The pairs should take turns to read aloud one line from the story, while the other follows the words with her finger.
4. They reverse roles and repeat, so that they each read aloud the sentences they did not read aloud last time.

Assess

Sit with a pair of girls and listen as they read the story. Check their pronunciation of each word. Note down any words the girls find difficult. Do the girls use their fingers to follow the words? When you have listened to a pair, record their achievement in your **Progress Book**. Try and listen to four pairs of girls in the session.

Reflect

5 minutes

Sit in a circle and ask the girls the question: 'What did you enjoy about the simple text story today?' Ask them to think, pair and share their ideas.

Learning English activity 3.3: Complete the sentences

30 minutes

Plan

Write the learning objective on the board.

Learning objective

- To practise writing sentences using own ideas, while using words ending with a 'magic e' (split digraph)

Do

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

Guided work

15 minutes

1. Repeat 'Word bingo' from the previous session. Just play one game as a quick revision activity.
2. Write these sentence heads on the board/chart. As you write, say the words out loud so that girls follow:
I make ...
I like ...
I hope that ...
I use ...
3. Invite one or two ideas for ways to complete each sentence from the whole group. Then get the girls to work in pairs. They must come up with at least two more ideas (one for each) which are true for them.

Independent work

10 minutes

The girls write their complete sentences in their notebooks. Visit the girls, and give help to those who need it. This might be helping with spellings and/or the way to say something in English.

Assess

5 minutes

If there are any non-writers, get them to say their idea while you write it in pencil for them. Then they go over your pencil with pen. If you have a learning assistant or a girl with high literacy skills, ask her to help with this. Choose six girls and record their achievement in your **Progress Book**.

Reflect



When I use writing activities like this, I make sure the girls start sentences with a capital letter and finish with a full stop. If I don't keep reminding them, they often forget!

Numeracy activity 3.2: Rounding to the nearest 100

25 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To round to the nearest 100

Key vocabulary

hundreds, tens, ones, nearest

You will need:

- ✓ the cardboard and ball used in Unit 2, Numeracy activity 2.1
- ✓ the table below written on the board/flipchart before the session.

Colour cloth	Amount on roll	Rounded to nearest metre
Blue	180 cm	
	238 cm	
Red	649 cm	
Green	575 cm	
	156 cm	
Brown	123 cm	
	305 cm	

Do

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

Guided work

10 minutes

1. Zanele needs to know roughly how much cloth they have so they can re-stock. They do not need to know exactly, so they round to the nearest metre. As there are 100 cm in a metre, this means they have to round to the nearest 100.
2. Remind the girls of the activity in Unit 2 where they rolled the ball down the card to the nearest 10. For example 47cm is between 40 and 50, but it is nearer to 50. So 47 rounded to the nearest 10 is 50.
3. Look at the table. Tell the girls that first they have to find out how much cloth there is to the nearest 100 cm, and then convert it to metres, remembering there are 100 centimetres in a metre.
4. Ask for a volunteer to talk through the first one, telling you what to do. For example: '180 is between 100 and 200 on the number line. 180 is nearer to 200 than 100, so I will round it to 200. 200 cm is 2 m, so there is almost 2 m of cloth on the roll.'

Individual work

15 minutes

The girls work in pairs on their tables. They should turn to page 23 in the Learner's Self-Study Workbook and complete Activity H.

- Some learners could round to the nearest 10 cm – they will need to think carefully which digit they are looking at when rounding.
- Some learners may benefit from continuing to use the giant number line and the folded cardboard.

Visit each group and make sure each girl in the pair understands, and that one is not just copying the other. Check by using targeted questions such as 'Can you prove it?' and 'How do you know?'

Feedback

5 minutes

Ask volunteers to demonstrate how they got the answers. Girls should check their own answers – but if there are any that they have not yet attempted, encourage them not to write the answer, but rather to try them at home.

Assess

When you are going through the answers at the end, note down which girls have the correct answers. Record in your **Progress Book**.

Reflect



This felt like a really practical use of rounding – all the girls could see how useful it was to know roughly how much cloth they have.

Numeracy activity 3.3: More vertical addition

35 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To add two or more two- and three-digit numbers using vertical addition

Key vocabulary

item, income, expenditure, exchange, digit, vertical

You will need:

- ✓ some 'hundreds', 'tens' and ones' counters
- ✓ a large place-value chart
- ✓ to copy this table onto the board:

Item	Income	Expenditure
Rent		\$164
9 uniforms	\$162	
Cloth		\$ 98
15 uniforms	\$270	
TOTAL		

Each group of 4-6 learners will need:

- ✓ at least 20 'tens' counters and least 20 'ones' counters
- ✓ a place-value chart (drawn on manila paper or a cardboard box, if you have one)
- ✓ paper and pens/pencils.

Do

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

Guided work

10 minutes

1. Learners should be sitting in groups of between four and six.
2. Explain that Zanele must check her expenses every month to make sure her expenses are not more than her income – otherwise she will not make a profit. It is important to try and avoid debt.
3. Explain the table to the girls. Check they understand the words *item*, *income* and *expenditure*.

Item	Income	Expenditure
Rent		\$164
9 uniforms	\$162	
Cloth		\$ 98
15 uniforms	\$270	
TOTAL		

4. Ask for two volunteers to help you total the entries in the 'income' column. One girl should use the place-value counters and the place-value chart. The other should write the vertical addition on the board/flipchart.
5. Encourage the girls to explain what they are doing at each stage (including the 'no more than 9 in any column' rule!), encouraging use of mathematical language such as 'exchange'.
6. The rest of the group should watch and check to see if they agree.
7. Ask for another two volunteers to total the expenditure, but this time all the groups should do the calculation, using the place-value counters and recording the vertical addition at the same time (so this pair of volunteers will be the 'teachers!').
8. Ask the question: 'Is Chiedza's income more than her expenditure?'

Independent work

20 minutes

- The girls should work in similar attainment pairs on their tables.
 - If girls are struggling, support them by using easier numbers.
1. Ask the girls to turn to page 23 in the Learner's Self-Study Workbook, Activity I.

Item	Income	Expenditure
Rent		\$164
Thread		\$ 53
12 uniforms	\$216	

Machine repair		\$ 30
Extra help		\$ 55
14 uniforms	\$252	
8 uniforms	\$144	
cloth		\$120
4 uniforms	\$ 72	
TOTAL		

2. Tell the girls that they can choose to add two, three, four or all the items in the 'income' or 'expenditure' columns, using their place-value counters and place-value charts. They should take turns to use the resources and do the writing of the calculation.
3. The girls should write their answers in their Learner's Self-Study Workbook.

Feedback

5 minutes

Choose one pair of girls to demonstrate their addition using the big place-value chart and the flipchart.

Assess

Some girls may be ready to do the calculations without using place-value counters. If they understand about exchange, and are calculating quickly and accurately, do not insist that they carry on using the resources. Record notes in your **Progress Book** about which girls are doing well in this activity.

Read through your **Progress Book** and note down which girls have no entries. You will need to pay attention to them in the following sessions.

Reflect



I can really see why I need to be able to be good with numbers now – if I have my own business, I need to make sure I don't spend more than I earn!

Learner's Self-Study Workbook

10 minutes

Check the girl's at-home work for this unit, and also prepare them to do the at-home work for the next unit.

Unit 4: Helping hands

Many SAGE learning hubs are welcoming girls with disabilities. It is important for all girls to come to inclusive, girl-friendly hubs in order to learn new skills to support them in life. In this story, the SAGE girls help their new friend Glory to enter the learning hub for the first time – by building her a ramp for her wheelchair

Learning objectives

Numeracy

- To subtract two and three-digit numbers using vertical subtraction
- To use vertical subtraction to find the difference, linking to estimation
- To revise ordering of three-digit numbers
- To subtract three-digit numbers using the decomposition method of subtraction

Literacy/Learning English

- To listen to and understand a story in the home language
- To respond to questions about the text
- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories
- To practise reading words with irregular or tricky spellings
- To practise writing sentences using own ideas and some words with tricky spellings

Subject and activity number	Activity	Time (mins)
Literacy 4.1	The unit story	30
Learning English 4.1	Reading a simple text	25
Numeracy 4.1	Using vertical subtraction	30
Numeracy 4.2	Finding differences	35
Numeracy 4.3	Adding and subtracting three-digit numbers	40
Learning English 4.2	Wear the word	40
Learning English 4.3	Complete the sentences	30
	Learner's Self-Study Workbook	10

Unit 4: Session 1

30 minutes

Literacy activity 4.1: The unit story

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

For all girls:

- To listen to and understand a story in the home language
- To respond to questions about the text

Some girls will be able:

- To read and understand a story in English and write answers to questions about it

Key vocabulary

Choose five words the girls will find **difficult** and write these on the board. The words can be in the home language or English.

Do

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

Follow the instructions given in Units 1, 2 and 3.

Assess

10 minutes

Choose six different girls to tell you the answers in their home language or English. They must tell *why/how* they know that is the correct answer by referring back to the text. Record in your **Progress Book** the girls' achievement in speaking, listening and comprehension in either their home language, English or both.

[Answers to the questions about the text: C: 1 Bethsaida, 2 Glory, 3 Chiedza, 4 Lots of girls in the SAGE hub, 5 Vimbai, 6 Bethsaida, Chiedza and Vimbai]

Reflect



My understanding in English is improving.
In Module 1a I could only read in Shona
and now I can read many of the words in
English.

Learning English activity 4.1: Reading a simple text

20 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories

Do

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

The 'readable texts' in this module are short texts that girls with low levels of English can read by putting together sounds of letters that they have learned so far. The texts also contain some common words with 'tricky' spellings. These are words that do not follow the most usual rules of spelling in English.

Follow the instructions below for the simple text at the back of the Learner's Self-Study Workbook for every unit. Refer back to these instructions each time. They are written in full for Units 2, 3 and 4.

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

Guided work

10 minutes

1. Ask the girls to open their Learner's Self-Study Workbooks at the back and find the simple text for this unit (for Unit 4, the story about Dudu and Thabiso on page 78).
2. Ask the girls if any of them have read the story at home.
3. Ask for a volunteer to read the story out loud. Support the girl with her reading. If she gets a word wrong, quickly correct the word and encourage her to continue. Praise her for reading in front of the group.
4. If no one volunteers, then read the story to the girls. Ask them to follow the words with their fingers.

Independent work

10 minutes

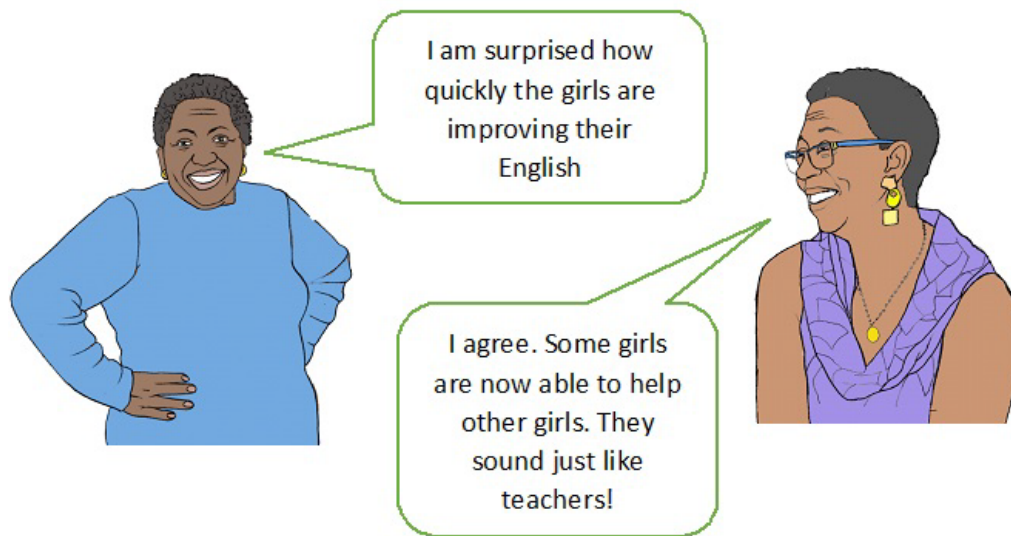
1. Ask the girls to read the story to themselves. Some girls may do this silently, while others may say the words quietly to themselves.
2. The girls should work in pairs to check that they agree the match of the story with the picture on page 77.

3. The pairs should take turns to read aloud one line from the story, while the other follows the words with her finger.
4. They reverse roles and repeat, so that they each read aloud the sentences they did not read aloud last time.

Assess

Sit with a pair of girls and listen as they read the story. Check their pronunciation of each word. Note down any words the girls find difficult. Do the girls use their fingers to follow the words? When you have listened to a pair, record their achievement in your **Progress Book**. Try and listen to four pairs of girls in the session.

Reflect



Numeracy activity 4.1: Using vertical subtraction

30 minutes

Plan

Learning objective

- To subtract two-digit numbers using vertical subtraction

Key vocabulary

tens, ones, subtract, difference, exchange

You will need:

- ✓ some 'tens' and 'ones' counters
- ✓ a large place-value chart

Each group of 4–6 learners will need:

- ✓ 9 'tens' counters and 19 'ones' counters
- ✓ a place-value chart (drawn on manila paper or a cardboard box, if you have one)
- ✓ paper and pens/pencils.

Do

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

There are two methods for vertical subtraction: equal addition and decomposition. This unit focuses on decomposition. Although they should know how to use vertical methods, some girls may prefer to continue using a number line for addition and subtraction.

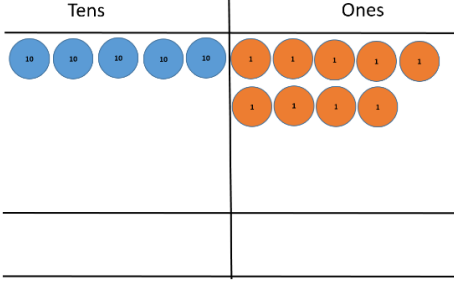
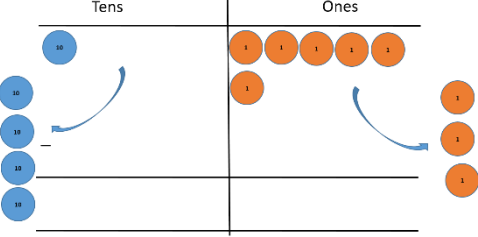
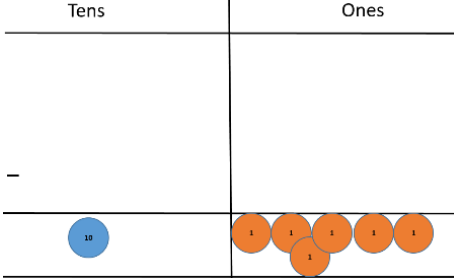
Guided work

15 minutes

1. The girls should sit in their groups of between four and six.
2. Remind them about the Netball World Cup 2019, which they read about in Unit 2. Ask them to turn to Activity G, page 30 of their Learner's Self-Study Workbook. Here are the results of the matches:

Match	Score
New Zealand v Zimbabwe	79 36
South Africa v Uganda	67 40
Jamaica v Fiji	85 29
Malawi v Zimbabwe	59 43
Australia v Zimbabwe	73 37
Malawi v Singapore	87 38
England v South Africa	58 47

3. Explain that they are going to find the difference between the scores using place-values counters and charts. The difference helps show which team actually played best.
4. Choose Malawi v Zimbabwe as a first example ($59 - 43$) as this one does not require exchange. The girls should copy everything that is done on the big place-value chart in their groups with their own resources.

What to say	Place value counters/chart	Written calculation										
<p>What is the highest score? (59) Place that number of tens and ones on the place value chart. This time we do not put the second number on the chart as we are taking them away! We do write the whole calculation though.</p>		<table style="border-collapse: collapse; margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Tens</td> <td style="padding: 5px;">Ones</td> </tr> <tr> <td style="text-align: center; padding: 5px;">5</td> <td style="text-align: center; padding: 5px;">9</td> </tr> <tr> <td style="text-align: center; padding: 5px;">- 4</td> <td style="text-align: center; padding: 5px;">3</td> </tr> <tr> <td colspan="2" style="text-align: center; border-top: 1px solid black; padding: 5px;"> </td> </tr> </table>	Tens	Ones	5	9	- 4	3				
Tens	Ones											
5	9											
- 4	3											
<p>Remove the ones (3), remove the tens (4).</p>												
<p>Take the remaining place-value counters down to the answer line. Write what you see.</p>		<table style="border-collapse: collapse; margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Tens</td> <td style="padding: 5px;">Ones</td> </tr> <tr> <td style="text-align: center; padding: 5px;">5</td> <td style="text-align: center; padding: 5px;">9</td> </tr> <tr> <td style="text-align: center; padding: 5px;">- 4</td> <td style="text-align: center; padding: 5px;">3</td> </tr> <tr> <td colspan="2" style="text-align: center; border-top: 1px solid black; padding: 5px;"> </td> </tr> <tr> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;">6</td> </tr> </table>	Tens	Ones	5	9	- 4	3			1	6
Tens	Ones											
5	9											
- 4	3											
1	6											

5. Now ask the girls to look at the score for the Australia v Zimbabwe match (73/37).
The girls should follow each step with their own resources on their tables.
6. Look around the room to check that all girls are completing the task. Any girl who is struggling should work with you during independent work time.

What to say	Place value counters/chart	Written calculation
<p>What is the highest score? (73) Ask a volunteer to make 73 with place-value counters and to write the calculation.</p>	<p>A place value chart with two columns: 'Tens' and 'Ones'. The 'Tens' column contains seven blue circular counters, each labeled '10'. The 'Ones' column contains three orange circular counters, each labeled '1'.</p>	$\begin{array}{r} \text{Tens} \quad \text{Ones} \\ 7 \quad 3 \\ - 3 \quad 7 \\ \hline \end{array}$
<p>Ask how many ones need to be removed. (7). Can 7 be removed from 3? (Not without making a negative number) But we have some groups of ten in the tens column. We could exchange one ten for ten ones! But I must write what has happened on my calculation. There are now only 6 tens in the tens column, but there are ten more in the ones column.</p>	<p>A place value chart with two columns: 'Tens' and 'Ones'. The 'Tens' column contains six blue circular counters, each labeled '10'. The 'Ones' column contains thirteen orange circular counters, each labeled '1'. A yellow speech bubble points to one of the tens counters with the text: "Exchange one ten for ten ones".</p>	$\begin{array}{r} \text{Tens} \quad \text{Ones} \\ \overset{6}{\cancel{7}} \quad \overset{1}{3} \\ - 3 \quad 7 \\ \hline \end{array}$
<p>Now 7 ones can be taken away! 3 tens can be taken away from 6 tens.</p>	<p>A place value chart with two columns: 'Tens' and 'Ones'. The 'Tens' column contains three blue circular counters, each labeled '10'. The 'Ones' column contains six orange circular counters, each labeled '1'. Blue arrows indicate the removal of three tens counters from the 'Tens' column and seven ones counters from the 'Ones' column.</p>	
<p>Remaining tens and ones are taken down to the answer line. The only thing that is left to do is to write the answer in the written calculation.</p>	<p>A place value chart with two columns: 'Tens' and 'Ones'. The 'Tens' column contains three blue circular counters, each labeled '10'. The 'Ones' column contains one orange circular counter, labeled '1'.</p>	$\begin{array}{r} \text{Tens} \quad \text{Ones} \\ \overset{6}{\cancel{7}} \quad \overset{1}{3} \\ - 3 \quad 7 \\ \hline 3 \quad 6 \end{array}$

Independent work

10 minutes

1. The girls should work in pairs on their tables. This activity will work best if pairs of girls of around the same attainment work together, but with girls of mixed attainment seated at the same table.
2. You should work with the girls who struggled during the guided activity.
3. Ask the girls to complete the results table (Activity H of the Workbook). They should find the difference between the scores for at least three different matches. They can choose which. Some will need decomposition, others will not.
4. They should record their method in the Calculation column and record their answer in the Difference column.

Feedback

5 minutes

1. Go through the differences for each match – do not ask for volunteers.
2. Ask the girls to tell you which matches had the greatest and which had the smallest differences.
3. Ask the girls to put the differences in order. Ask them: 'Which team won by the greatest amount? Which team won by the smallest amount?'

Assess

Some girls may be ready to do the calculations without using place-value counters. If you can see that they really understand about exchange, and are calculating quickly and accurately, do not insist that they carry on using the resources. Note down the names of these girls in your **Progress Book**. You will need to keep extending them in sessions by using higher and more complex numbers.

Reflect



This way of doing a calculation is so quick when working with big numbers!

Numeracy activity 4.2: Finding differences

35 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

- To use vertical subtraction to find the difference, linking to estimation
- To revise ordering of three-digit numbers

Key vocabulary

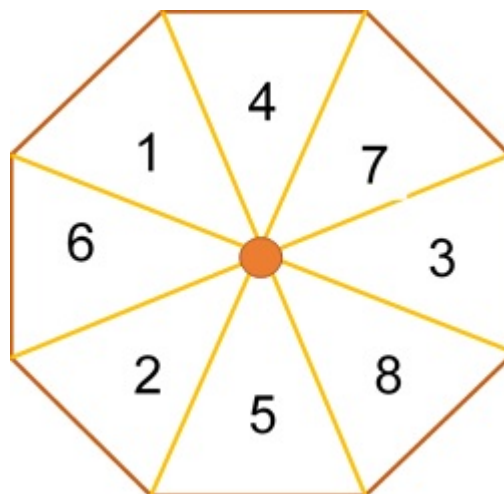
estimation, difference

You will need:

- ✓ three dice per group or make a number spinner with a toothpick pushed through as a spinning axis
- ✓ a place-value chart
- ✓ at least six each of hundreds, tens and ones place-value counters.

Draw three spinners onto the board (for hundreds, tens and ones) and ask one girl to select a number from each one.

If you do not have dice then the girls can draw a hexagon at the top of their paper and then roll a stone onto the hexagon three times to select a number for the hundreds, tens and ones.



Do

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

Guided work

10 minutes

1. Explain that estimation is an important skill.
2. Throw three dice or roll a stone onto each spinner. One will represent the hundreds, the next the tens, the final one the ones, for example 652. Write down the number.
3. Throw the dice or roll the stone again, for example 245.
4. Decide which is the biggest number. Write the two numbers as a vertical subtraction with the biggest number on top.
5. Say that you can see the answer will be roughly 400 as there is a difference of 400 between 600 and 200, and the tens are nearly the same.
6. Ask a volunteer to demonstrate finding the difference using place-value counters and a place-value chart. Ask another to record the calculation.

Individual work

15 minutes

1. In their groups, the girls take turns to throw the dice or roll the stone three times.
2. Each group makes two different numbers using the three digits they rolled.
3. The groups find the difference between their two numbers.
4. They compare their differences with other groups. The group with the biggest difference is the winner.

Summary 10 minutes

Ask six girls to each write one of their numbers on their chalk board. The six girls should then come to the front holding their chalk board and put themselves in order from the smallest to the largest. The rest of the group should decide if the girls are in the right order or not.

Choose another six girls and repeat the activity.

Assess

The girls are demonstrating a lot of skills in this activity, including estimation, subtracting three-digit numbers and ordering; so there is quite a lot of 'noticing and noting' to be done.

Write down in your **Progress Book** what you noticed about the learning of the 6–12 girls who took part in the feedback session.

Reflect



I liked doing this because my friend helped me with the subtraction. Now I understand it a bit better.

Unit 4: Session 2

Numeracy activity 4.3: Adding and subtracting three-digit numbers

40 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

- To revise vertical addition of three-digit numbers
- To subtract three-digit numbers using the decomposition method of subtraction

Key vocabulary

subtract, bolt

You will need:

- ✓ to copy this table onto the board or manila paper:

Colour cloth	Amount on bolt	Rounded to nearest metre
Blue	180 cm	
	238 cm	
Red	649 cm	
Green	575 cm	
	156 cm	
Brown	123 cm	
	305 cm	

- ✓ to write the following on to the board or another piece of manila:

blue dresses: 320 cm

red dresses: 532 cm

green dresses: 426 cm

brown dresses: 354 cm

- ✓ four 'hundreds' counters, 11 'tens' counters and eight 'ones' counters
- ✓ a large place-value chart drawn either on flipchart paper, on the ground or in the dust.

Each group of four girls will need:

- ✓ a few 'hundreds' counters, at least 20 'tens' counters and least 20 'ones' counters
- ✓ a place-value chart (drawn on manila paper or a cardboard box, if you have one)
- ✓ paper and pencils/pens.

Do

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

Guided work

15 minutes

- Girls should be sitting in groups of between four and six. Everyone will work on the first challenge together, so make sure all the girls can see what you are doing.
- Show the girls the table you have copied onto the board or manila paper.
- Say that Zanele has an order for four blue uniforms. She and her friends will need **320 cm** of cloth. They need to know how much will be left to keep accurate stock records.
- First, they find out how much blue cloth they have by adding the two bolts together. **In order to find how much is left over, they need to subtract the amount they need from the amount they have.**
- Ask the girls to take turns in giving you instructions for using place-value counters and a vertical addition calculation to add the two amounts of blue cloth.
 $180 \text{ cm} + 238 \text{ cm} = 418 \text{ cm}$
- Next, Zanele must take the amount of cloth she needs (320 cm) away from the amount she has on the two bolts (418 cm).
- Follow the instructions below to show how to subtract the two three-digit numbers.

Guidance	Place value counters/chart	Written calculation												
Ask a volunteer to put place-value counters in the correct positions to show 418. Write the calculation. Ask the girls to copy everything with their own place-value charts and counters.		<table border="1"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>1</td> <td>8</td> </tr> <tr> <td>- 3</td> <td>2</td> <td>0</td> </tr> <tr> <td colspan="3"><hr/></td> </tr> </tbody> </table>	Hundreds	Tens	Ones	4	1	8	- 3	2	0	<hr/>		
Hundreds	Tens	Ones												
4	1	8												
- 3	2	0												
<hr/>														
How many ones need to be removed? None! So there are still 8 ones remaining. Move the 8 down to the answer line.		<table border="1"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>1</td> <td>8</td> </tr> <tr> <td>- 3</td> <td>2</td> <td>0</td> </tr> <tr> <td colspan="2"><hr/></td> <td>8</td> </tr> </tbody> </table>	Hundreds	Tens	Ones	4	1	8	- 3	2	0	<hr/>		8
Hundreds	Tens	Ones												
4	1	8												
- 3	2	0												
<hr/>		8												

<p>Moving to the tens. How many tens need to be taken away? (2). There are not enough; One hundred can be exchanged for ten tens.</p>		<table border="1"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>3 4</td> <td>¹ 1</td> <td>8</td> </tr> <tr> <td>- 3</td> <td>2</td> <td>0</td> </tr> <tr> <td colspan="2"><hr/></td> <td>8</td> </tr> </tbody> </table>	Hundreds	Tens	Ones	3 4	¹ 1	8	- 3	2	0	<hr/>		8			
Hundreds	Tens	Ones															
3 4	¹ 1	8															
- 3	2	0															
<hr/>		8															
<p>2 tens can now be taken away as there are 11 tens. The remaining 9 are placed in the answer line and the written calculation is updated.</p>		<table border="1"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>3 4</td> <td>¹ 1</td> <td>8</td> </tr> <tr> <td>- 3</td> <td>2</td> <td>0</td> </tr> <tr> <td colspan="2"><hr/></td> <td>8</td> </tr> <tr> <td></td> <td>9</td> <td>8</td> </tr> </tbody> </table>	Hundreds	Tens	Ones	3 4	¹ 1	8	- 3	2	0	<hr/>		8		9	8
Hundreds	Tens	Ones															
3 4	¹ 1	8															
- 3	2	0															
<hr/>		8															
	9	8															
<p>3 hundreds have to be taken away. There are 3 hundreds, so that leaves no hundreds. The answer is 98.</p>		<table border="1"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>3 4</td> <td>¹ 1</td> <td>8</td> </tr> <tr> <td>- 3</td> <td>2</td> <td>0</td> </tr> <tr> <td colspan="2"><hr/></td> <td>8</td> </tr> <tr> <td></td> <td>9</td> <td>8</td> </tr> </tbody> </table>	Hundreds	Tens	Ones	3 4	¹ 1	8	- 3	2	0	<hr/>		8		9	8
Hundreds	Tens	Ones															
3 4	¹ 1	8															
- 3	2	0															
<hr/>		8															
	9	8															

Independent work

15 minutes

1. In groups of six, the girls should choose another colour cloth and follow the same procedure as modelled in the guided part of the session.
2. If some girls find hundreds, tens and units too difficult, give them only tens and ones. If girls need more help, work alongside them.
3. They should work in threes to decide how to find the answers. Each three should compare their answer with the other three in their group.
4. They should then choose another colour.

Feedback

10 minutes

Go through the answers together, asking three groups of volunteers to show how they found the answer. Use this time to check girls' understanding.

Assess

The girls will be revisiting vertical addition and subtraction many times over the next few units, it is to be expected that some will not have fully understood; what is important is that

you know who is confident and who will need extra support next time. Record notes about the girls' progress in your **Progress Book**.

Reflect

I was quite anxious about this strategy for subtraction, it's so different to the way I was taught to do it; but it really does help the girls to understand where the extra ten comes from!



Learning English activity 4.2: Wear the word

40 minutes

This is the same activity you used in Unit 2 (Learning English activity 2.2).

Plan

Write the learning objective on the board. For the key vocabulary, there are too many words to write on the board, but this is an active game so the girls will see the words on the word cards/hats.

Learning objective

- To practise reading words with irregular or tricky spellings

You will need:

- ✓ 18 word cards/hats from the Unit 2 activity:

too	they	are	were	was	her
his	your	our	what	when	where
who	how	why	here	there	said

- ✓ and to make 12 new ones:

be	come	have	has	want	because
one	two	quiet	please	paper	computer

If you need fewer than 30 words, use all of the new ones.

After the activity, save the word card/hats – you will need them again for Unit 8.

Do

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

Follow the instructions from the Unit 2 activity (pages 28-29).

Assess

Check your **Progress Book** notes from Unit 2 and put girls in groups that will support or extend their learning. At the end of the session, compare the notes from this session to check girls' improvement.

Reflect



Learning English activity 4.3: Complete the sentences

30 minutes

This is the same activity you used in Unit 3 (Learning English activity 3.3).

Plan

Write the learning objective on the board.

Learning objective

- To practise writing sentences using own ideas and some words with tricky spellings

Do

20 minutes

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

Repeat 'Complete the sentences' from Unit 3 (pages 47-48 in this guide) with these sentence heads:

- I have ...
- I don't have ...
- I want ...
- I don't want ...

For *want/don't want* the sentences could end with things (*I want a bike*) or activities (*I don't want to work on a farm*).

Assess

If there are any non-writers, get them to say their idea while you write it in pencil for them. Then they go over your pencil with pen. If you have a learning assistant or a girl with high literacy skills, ask her to help. Record the achievement of six girls in your **Progress Book**.

Reflect

10 minutes

1. The girls stand in a circle. You stand in the middle of the circle.
2. Throw a ball to each girl in turn and say something they do in their writing that impresses you. Keep the comments short. For example: 'You always try your hardest with your writing.' 'Your spelling is always correct.' 'You always help other girls.' Go all the way around the circle so that every girl has a positive comment.
3. Encourage the girls to respond in English, 'Thank you.'

Learner's Self-Study Workbook

10 minutes

Check the girl's at-home work for this unit, and also prepare them to do the at-home work for the next unit.

Unit 5: Knowing my story

SAGE girls all have their own stories to tell. In Unit 5 we learn about Kudzai and how she lost her hearing at a young age and how she has learned sign language to help her learn.

At the back of the Learner's Self-Study Workbook there is information asking SAGE girls to compose stories. Girls can write down their stories, draw pictures or tell you their stories. The stories your girls tell could end up in future SAGE books. Encourage them to take part.

Learning objectives

Numeracy

- To multiply numbers up to a 1000 by a one-digit number
- To practise estimation skills
- To multiply two- and three-digit numbers by a single-digit number
- To use place-value counters to divide bigger numbers

Literacy/Learning English

- To listen to and understand a story in the home language
- To respond to questions about the text
- To practise the sounds of digraphs and trigraphs (two/three letters that make one sound)
- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories
- To practise listening to and writing short sentences

Subject and activity number	Activity	Time (mins)
Literacy 5.1	The unit story	30
Learning English 5.1	Touch the word	20
Numeracy 5.1	Multiplying using a grid	45
Numeracy 5.2	Multiplying larger numbers	20
Numeracy 5.3	Dividing using place-value counters	40
Learning English 5.2	Reading a simple text	25
Learning English 5.3	Listen and write the sentence	35
	Learner's Self-Study Workbook	10

Unit 5: Session 1

30 minutes

Literacy activity 5.1: The unit story

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

For all girls:

- To listen to and understand a story in the home language
- To respond to questions about the text

Some girls will be able:

- To read and understand a story in English and write answers to questions about it

Key vocabulary

Choose five words the girls will find **difficult** and write these on the board. The words can be in the home language or English.

Do

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

Follow the instructions given in Units 1, 2 and 3.

Assess

Choose six different girls to tell you the answers in home language or English. They must tell why/how they know that is the correct answer by referring back to the text. Record in your **Progress Book** the girls' achievement in speaking, listening and comprehension either the home language, English or both.

[Answers to the questions about the text: C correct order: 1 Kudzai got an ear infection. 2 Kudzai became deaf. 3 Kudzai's parents died. 4 Kudzai went to live with her aunt. 5 Kudzai dropped out of school. 6 Kudzai started going to SAGE sessions.; D 1 She got an ear infection. 2 The teacher did not know about sign language and tried to force Kudzai to speak. 3 Her aunt could not afford to pay the school fees. 4 There is an assistant at the SAGE hub who understands sign language.]

Reflect

CE: I am impressed with how many girls want to volunteer to read. I only choose 3 or 4 girls so that other girls do not get bored.

Learning English activity 5.1: Touch the word

20 minutes

This is the same activity you used in Unit 2 (Learning English activity 2.1).

Plan

Write the learning objective on the board. For the key vocabulary, there are too many words to write on the board. Point instead to the words in the Learner's Self-Study Workbook.

Learning objective

- To practise the sounds of digraphs and trigraphs (two/three letters that make one sound)

Do

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

Guided work

5 minutes

1. The girls should open their Learner's Self-Study Workbook at the grid of words in Unit 5, Exercise H (page 37). Say one of the words. The girls must find and point at the word you say, and then say it all together. Repeat with the other words.
2. Organise the girls into small groups of around three to five. Each group will need a copy of the Workbook open at the grid of words. Join one group, and demonstrate the next part of the activity. Point to a word. Everybody in the group must read and say the word. Get the girls to take it in turns to point to one of the words while the whole group reads and says that word.

Independent work

10 minutes

1. The girls do the activity in their groups. Let it continue until every word has been covered at least once.
2. Each group goes through the whole chart together, and whispers the sound of each letter together. (Whispering means they won't distract nearby groups too much.)

Assess

10 minutes

Ask for one girl to be the leader, she is going to be the teacher. She must read the first word and the group must repeat it. You should join the group and be one of the girls. This should be a quick activity.

Girl: *Near*

Group: *Near*

Girl: *Shop*

Group: *Shop*

Numeracy activity 5.1 Multiplying using a grid

Plan

45 minutes

Write the learning objectives and key vocabulary on the board.

Learning objectives

- To multiply numbers up to 1000 by a one-digit number
- To practise estimation skills

Key vocabulary

hundreds, tens, ones, array, multiply

You will need:

- ✓ a large grid drawn on paper or on the ground
- ✓ a collection of 'hundreds', 'tens' and 'ones' place-value counters.

Each girl will need:

- ✓ somewhere to draw a grid
- ✓ a 1–10 spinner per group (or two sets of 1–10 number cards, mixed up)
- ✓ a collection of 'hundreds', 'tens' and 'ones' place-value counters.
- ✓ a bead string

Do

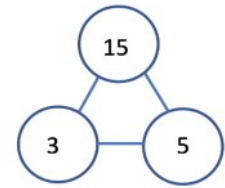
Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

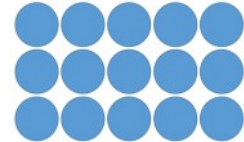
15 minutes

1. Explain that Zanele needs to multiply efficiently so she knows how much to charge customers.
2. Ask the girls to look at the picture of dresses in the Learner's Self-Study Learner Workbook (Activity I, page 38).
3. The girls have an order for four small dresses (\$18 each).
4. Ask the girls to estimate about how much this will be. Give them time to discuss their answers in pairs. (*Round \$18 to nearest \$10 [\$20], multiply by 4, so approximately \$80*)
5. Ask a volunteer to use their bead string to count four 'lots' of 18. Let the girl do this for a couple of minutes and then point out that this takes a while.

- Ask if any girl has a way of doing this more quickly (for example, counting four lots of ten, then four lots of 8).
- Remind learners that another way of doing this calculation would be by using an array, like the ones they used to multiply small numbers in Module 1b.



An array is just like arranging beads in rows and columns instead of a straight line, and means a mistake is less likely to happen.



- Demonstrate how to draw an array of 4×18 .
- Tell the girls that you are now going to multiply 4×18 using place-value counters and a grid to multiply as shown below.

Guidance	Place-value counters	What do you write?												
Make a grid. Write the number of tens and ones that <i>are being multiplied</i> across the top and the number of tens and ones they <i>are being multiplied by</i> down the side. (One ten and eight ones multiplied by four ones.)		<table border="1"> <tr> <td>X</td> <td>10</td> <td>8</td> </tr> <tr> <td>4</td> <td></td> <td></td> </tr> </table>	X	10	8	4								
X	10	8												
4														
10 multiplied by 4 and 8 multiplied by 4.	<table border="1"> <tr> <td>X</td> <td>10</td> <td>8</td> </tr> <tr> <td>4</td> <td> </td> <td> </td> </tr> </table>	X	10	8	4			<table border="1"> <tr> <td>X</td> <td>10</td> <td>8</td> </tr> <tr> <td>4</td> <td>4 x 10</td> <td>4 x 8</td> </tr> </table>	X	10	8	4	4 x 10	4 x 8
X	10	8												
4														
X	10	8												
4	4 x 10	4 x 8												
That gives me 40 and 32	<table border="1"> <tr> <td>X</td> <td>10</td> <td>8</td> </tr> <tr> <td>4</td> <td> </td> <td> </td> </tr> </table>	X	10	8	4			<table border="1"> <tr> <td>X</td> <td>10</td> <td>8</td> </tr> <tr> <td>4</td> <td>40</td> <td>32</td> </tr> </table>	X	10	8	4	40	32
X	10	8												
4														
X	10	8												
4	40	32												
Add the tens and the ones to make 72. Is this close to the estimate of 80? Yes. 4 dresses at \$18 each would be \$72.														

- Next, say that Zanele and her friends had another order for eight medium-sized dresses (\$26 each).
- Before doing the calculation, ask the girls to estimate the answer. (*10 x 26 would be 260, so the answer will be slightly less than this.*)
- This time, ask the girls to copy every step you do onto pieces of paper or the back of their Workbook.

Guidance	Place-value counters	Girls write												
Make a grid. Write the number of tens and ones that <i>are being multiplied</i> across the top and the number of tens and ones they <i>are being multiplied by</i> down the side. (Two tens and six ones multiplied by eight ones.)		<table border="1"> <tr> <td>X</td> <td>20</td> <td>6</td> </tr> <tr> <td>8</td> <td></td> <td></td> </tr> </table>	X	20	6	8								
X	20	6												
8														
20 multiplied by 8 and 6 multiplied by 8.	<table border="1"> <tr> <td>X</td> <td>20</td> <td>6</td> </tr> <tr> <td>8</td> <td> </td> <td> </td> </tr> </table>	X	20	6	8			<table border="1"> <tr> <td>X</td> <td>20</td> <td>6</td> </tr> <tr> <td>8</td> <td>8×20</td> <td>8×6</td> </tr> </table>	X	20	6	8	8×20	8×6
X	20	6												
8														
X	20	6												
8	8×20	8×6												
That gives me 160 and 48.	<table border="1"> <tr> <td>X</td> <td>20</td> <td>6</td> </tr> <tr> <td>8</td> <td> </td> <td> </td> </tr> </table>	X	20	6	8			<table border="1"> <tr> <td>X</td> <td>20</td> <td>6</td> </tr> <tr> <td>8</td> <td>160</td> <td>48</td> </tr> </table>	X	20	6	8	160	48
X	20	6												
8														
X	20	6												
8	160	48												
Add the hundreds, tens and the ones to make 208. (Model using both a number line and place-value counters to add 160 and 48.) Is this slightly less than 260? Yes. 8 dresses at \$26 each would be \$208.														

Individual work

20 minutes

1. Girls should work together in threes. Group them according to numeracy attainment.
2. Girls who are struggling should work with tens and units only.
3. The first girl spins the spinner (or turns over a 1–10 card) to find out how many dresses have been ordered. She then decides their size and *estimates* the cost.
4. The second girl uses the place-value counters on a grid to find the answer.
5. The third girl writes the numbers in another grid while the second girl is using the place-value counters.
6. The girls change roles for the next calculation.

Some girls could multiply three-digit numbers by a single-digit number. Other girls could continue to work with numbers between 10 and 20 using arrays (see Module 1b).

Feedback

10 minutes

Ask two groups of girls to become the teacher. Tell them they are going to explain how they completed the task. **Important:** If they make a mistake, wait to see if other girls correct them. If not, help them see where they have gone wrong and let them self-correct.

Ask all girls *why* they should estimate before calculating (to check if their answer is reasonable or realistic).

Assess

Ask the girls what they found easiest/hardest about using a grid to multiply bigger numbers.

Reflect



I have never come across this way of multiplying before, but I like the way it shows how big the 'tens' number really is – I hadn't really thought about the fact that multiplying 20 by 8 makes a really big number. I think it will help the girls when they come to doing more formal multiplication methods.

Numeracy activity 5.2: Multiplying larger numbers

20 minutes

Plan

Write the learning objective on the board.

Learning objective

- To multiply two- and three-digit numbers by a single-digit number

Product

You will need:

- ✓ a dice or 1–6 spinner
- ✓ place-value counters and grids
- ✓ bead strings
- ✓ number lines.

Do

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

Guided work

1. This is a quick game to be played all together and away from desks and chairs.
2. Divide the group into two teams to demonstrate how to play the game.
3. Move the chairs and tables away so the two teams can work on the floor, or work outside.
4. Each team should elect a representative to throw the dice or spin the spinner.
5. The first team should throw two dice or use the spinner twice to make a two-digit number, and then use the dice/spinner once more to make a single-digit number to multiply by.
6. All the team should do the multiplication, using place-value counters, beads or a number line.
7. The second team should repeat steps 4–6.
8. The team with the highest product gets a point each 'round'.
9. Now split the group into four teams of mixed attainment.
10. Repeat the game three times or until the timer goes off.
11. The team with the highest score at the end of the time is the winner.

Assess

Note which strategies the girls choose to use and which they avoid. Some girls will continue to use the resource, others will be confident to do the calculations without them. If they are doing so accurately, this should be encouraged. Complete your notes in your **Progress Book**.

Reflect



I liked being able to choose which way I found the answer. Sometimes it was easiest to use the bead strings, but sometimes, when the number was bigger, it was better to use the grid. My friend likes using a number line, but I think that is a bit of a slow way for big numbers!

Unit 5: Session 2

Numeracy activity 5.3: Dividing using place-value counters

40 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To use place-value counters to divide bigger numbers

Key vocabulary

divide

You will need:

- ✓ to copy this table onto the board:

Month	Number of girls working	Profit
January	4	\$164
February	5	\$165
March	4	\$208
April	6	\$326
May	5	\$345

Each group of girls will need:

- ✓ place-value counters and a place-value chart.

Do

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

Guided work

- Point to the table you have copied onto the board. Explain that Zanele and her friends share out the profit equally between them each month. Some months, only four of them are able to work, other months there are three of them, and in busy months there are five girls.
- Remind the girls about using arrays to divide small numbers, as they did in Module 1b.
- Ask what they think they could use to divide these bigger numbers? (number line, bead strings, arrays?).
- Try each suggestion, showing how long it takes (multiple beads strings needed). You could give higher attaining girls the task of demonstrating to the group.
- Tell the girls there is a quicker method to divide bigger numbers, using place-value counters and repeated subtraction (called 'chunking').

6. Demonstrate the method as shown below. In January, Zanele and her friends made \$164 profit and four of them worked.

Guidance	Place-value counters	What to write																								
<p>Make 164 with place-value counters. Remind the girls that division is taking away the same amount lots of times until there are none left. Say that to make this quicker, they can use number facts that they know and take away more than one 'lot' at a time. Make a table of number facts for the 4 x table.</p>		<table border="1"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>6</td> <td>4</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> $5 \times 4 = 20$ $10 \times 4 = 40$ $20 \times 4 = 80$ $30 \times 4 = 120$	Hundreds	Tens	Ones	1	6	4																		
Hundreds	Tens	Ones																								
1	6	4																								
<p>Choose 30×4 and subtract 120 from 164, making a note of how many 'lots' of 4 have been subtracted.</p>		<table border="1"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>6</td> <td>4</td> </tr> <tr> <td>- 1</td> <td>2</td> <td>0</td> </tr> <tr> <td> </td> <td>4</td> <td>4</td> </tr> </tbody> </table> (30×4)	Hundreds	Tens	Ones	1	6	4	- 1	2	0		4	4												
Hundreds	Tens	Ones																								
1	6	4																								
- 1	2	0																								
	4	4																								
<p>Say now there are just 44 left, you can take away ten 'lots' of 4, which will leave just 4.</p>		<table border="1"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>6</td> <td>4</td> </tr> <tr> <td>- 1</td> <td>2</td> <td>0</td> </tr> <tr> <td> </td> <td>4</td> <td>4</td> </tr> <tr> <td>-</td> <td>4</td> <td>0</td> </tr> <tr> <td> </td> <td> </td> <td>4</td> </tr> </tbody> </table> (10×4)	Hundreds	Tens	Ones	1	6	4	- 1	2	0		4	4	-	4	0			4						
Hundreds	Tens	Ones																								
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<p>That is just one 'lot' of 4. Now all that is left is to find out how many 'lots' of 4 we have taken away. $30 + 10 + 1 = 41$ The girls will have \$41 each to take home.</p>		<table border="1"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>6</td> <td>4</td> </tr> <tr> <td>- 1</td> <td>2</td> <td>0</td> </tr> <tr> <td> </td> <td>4</td> <td>4</td> </tr> <tr> <td>-</td> <td>4</td> <td>0</td> </tr> <tr> <td> </td> <td> </td> <td>4</td> </tr> <tr> <td>-</td> <td> </td> <td>4</td> </tr> <tr> <td> </td> <td> </td> <td>0</td> </tr> </tbody> </table> (1×4)	Hundreds	Tens	Ones	1	6	4	- 1	2	0		4	4	-	4	0			4	-		4			0
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The four girls will each take \$41 home.

Independent work

1. Ask the girls to turn to Exercise J, page 38 of the Learner's Self Study Workbook.
2. They should work together in pairs or threes to find out how much each girl would take home in the other months.
3. Those who find division difficult should revisit the division from Module 1b.

Feedback

Ask the girls whether they found it hard using a grid to multiply bigger numbers. Use thumbs up if it was easy and thumbs down if it was difficult.



Choose two girls with thumbs up, two with thumbs down and two who were not sure. Ask them to explain what they found easy or hard about this method.

Assess

Some girls will manage to do calculations for all of the months, while others will only manage some. Record in your **Progress Book** the girls who found the task easy. You will need to extend their learning in the following units.

Reflect



Making the connection between division and subtraction was really important and many of the girls hadn't done this before.

Learning English activity 5.2: Reading a simple text

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories

Do

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

Follow the instructions given in Units 2, 3 and 4.

Assess

Sit with a pair of girls and listen as they read the story. Check their pronunciation of each word. Note down any words the girls find difficult. Do the girls use their fingers to follow the words? When you have listened to a pair, record their achievement in your **Progress Book**. Try and listen to four pairs of girls in the session.

Reflect

Ask the girls to reflect on their learning of English. What do they find easy? Which areas do they need more help with?

You can do this activity in a group or you can sit with small groups of girls. Remember to record their reflections in your **Progress Book**.

Learning English activity 5.3: Listen and write the sentence

35 minutes

Plan

Write the learning objective on the board.

Learning objective

- To practise listening to and writing short sentences

You will need to:

- ✓ read through the sentences in step 2 so that you are confident in reading them aloud
- ✓ prepare the non-writer task as follows:
Write the sentences you are going to dictate in pale pencil. Each non-writer will need one sheet. In the session, put the non-writers in groups of three to six. When you dictate, they must go over the pencil lines of that sentence in pen. Make sure they do not feel embarrassed or in any way inferior because they are doing this version of the activity.

Do

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

1. Organise the girls into small groups of three to six. Try to put girls with a range of writing skills into each group. In this way, the girls with higher levels of writing skills will be able to help the others. Before starting the activity, encourage the girls to help each other. They must work together as a team.
2. Say one of the sentences below. First say it quite slowly, but as you would in normal speech. Repeat this once or twice.

It is hot.

I am ten.

She is nine.

It is raining.

This is good.

My bag is red.

That is my pen.

I can ride a bike.

We are here.

I like your shirt.

3. Now say the sentence again, this time very slowly, with a short pause between each word. The girls must listen and write the sentence you say it in the back of their Learner's Self-Study Workbook. Repeat this as many times as necessary for everyone to write it.
4. Continue until you have used some or all of the sentences.
5. Write the sentences on the board (starting with capital letters and ending with full stops). The girls must check their sentences, and make any corrections that are necessary.
6. Ask for volunteers to read out the sentences. For girls with good English skills, ask them to translate the sentences back into the home language.

Assess

Collect in the papers from any non-writers and check they have traced over your words correctly. Make notes in your **Progress Book**. Note down any girls who were confident in step 6 and note down their achievements.

Reflect

I have five girls in my group working at pre-operational level, so the non-writer task was very good for them. It helped their confidence that they could be successful in the activity.



Learner's Self-Study Workbook

10 minutes

Check the girl's at-home work for this unit, and also prepare them to do the at-home work for the next unit. Get the group to practise saying the phrases in Exercise G (page 37).

Unit 6: Having my say

SAGE girls love sport and are keen to take part in sports events. Use the ideas in the SAGE stories and work together to plan your own SAGE hub competition. You could also talk to other Community Educators in your WhatsApp group about an inter-hub competition.

Why not plan the competition for the last day of Module 1c? You could invite community members and have a celebration day of the girls' learning.

Learning objectives

Numeracy

- To measure and compare capacities using standard and non-standard units
- To compare the mass of different objects using the words heavier and lighter
- To problem solve and carry out calculations in a practical context

Literacy/Learning English

- To listen to and understand a story in the home language
- To respond to questions about the text
- To discuss and share preferences
- To practise listening to and writing short sentences (questions)
- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories

Subject and activity number	Activity	Time (mins)
Literacy 6.1	The unit story	30
Numeracy 6.1	Fill and measure	50
Literacy 6.2	What sports do we want?	30
Numeracy 6.2	Organising refreshments	25
Numeracy 6.3	Pouring a litre	30
Learning English 6.1	Listen and write the question	20
Learning English 6.2	Reading a simple text	25
	Learner's Self-Study Workbook	10

Unit 6: Session 1

Literacy activity 6.1: The unit story

30 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

For all girls:

- To listen to and understand a story in the home language
- To respond to questions about the text

Some girls will be able:

- To read and understand a story in English and write answers to questions about it

Key vocabulary

Choose five words the girls will find **difficult** and write these on the board. The words can be in the home language or English.

Do

25 minutes

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

Follow the instructions given in Units 1, 2 and 3.

Assess

10 minutes

Choose six different girls to tell you the answers in their home language or English. They must tell *why/how* they know that is the correct answer by referring back to the text. Record in your **Progress Book** the girls' achievement in speaking, listening and comprehension in either their home language, English or both.

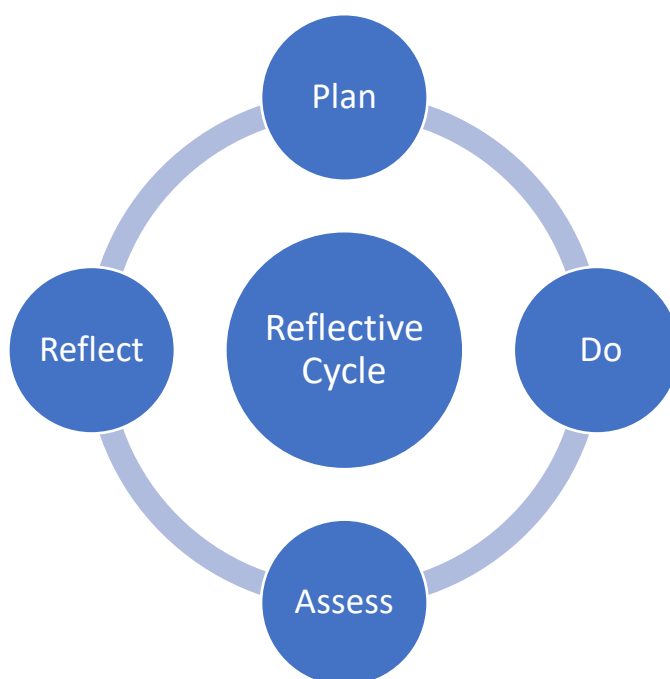
[Answers to the questions about the text: C 1 netball – Vimbai, 2 chess – Glory, 3 raka raka – Bethsaida, 4 football – Chiedza; D 1 false (they are working in small groups), 2 false, 3 true, 4 true]

Reflect

The reflective cycle

After the session, discuss with another CE and your in-school buddy the importance of reflection within the teaching and learning process. Here are some points for you to discuss.

1. **Reflection is the process where we look back on events and consider their effect.**
Reflection is a process we can undertake individually, with another person or in groups. Reflection can form part of a cycle of teaching and learning, and can support ongoing development and improvement.



2. **Reflection can be a valuable process for educators and learners.**

For educators, the process can:

- compare your teaching plan against what actually happened in the session
- help you evaluate your approaches to teaching
- consider potential changes to your approach.

Engaging learners in reflection can also:

- help them understand what they have learned and why
- provide feedback to educators
- encourage learners to think about their areas of strength and areas for development
- provide learners with the opportunity to think about their own goals and ambitions.

Questions to support your discussion

1. How do you use reflection within your teaching sessions?
2. How do you find out the girls' views about their progress in learning?

Numeracy activity 6.1: Fill and measure

50 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

- To compare capacities using non-standard units
- To compare the mass of different objects using the words *heavier* and *lighter*

Key vocabulary

capacity, mass, heavier, lighter

You will need:

- ✓ a variety of different containers. They should be different shapes and sizes (bottles, bowls, jars etc.). You will also need one smaller pot (around 100–200 ml) to fill them with. You will need sand or water to fill them. These are for estimating and comparing capacity.
- ✓ different objects for estimating and comparing mass, for example fruit, stones, books. Try to find some that are large, but light, and some that are small, but heavy (metal objects are good). Try to have at least five.
- ✓ two or three balance scales – these can be made from two buckets or bags, a stick and a log or large stone.



Do

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

This activity helps develop an understanding of capacity and mass. The girls will begin to realise that an object's size does not necessarily indicate how heavy it is. These skills are useful in everyday life, for example when planning the drink needed for people at a sports event.

Guided work

20 mins

PART 1: How many cups full?

1. Do this activity as a large group. Be sure to involve all the girls in the activities (estimating, counting and filling).
2. You will need the five different sized and shaped containers and a small cup.

3. Ask the girls to order the containers, from the one they think will take fewest cups to fill, to the one that will take most cups to fill.
4. Ask the girls to estimate how many cups will be needed to fill each container. Write down the estimates somewhere everyone can see them.
5. Use the small cup to fill the first container with sand or water. Ask the girls to count aloud as you do. Make sure you fill to the very top and note down the result. Ask:
 - Were you surprised by how many cups it took to fill?
 - Should we change our estimates for any other cups?
 - Repeat for the other containers. Ask for volunteers to fill the cups instead of you.

Independent work

20 mins

PART 2: Which is heavier?

1. Give each group of four to six girls a balance scale and a set of items.
2. Ask them to start by holding each item. Which feels lightest? Which heaviest? They should arrange them in order, from what they estimate is lightest to heaviest.
3. Show them how to use the balance scale with some test items from around the hub. For example, a bead string, a bowl and a book.
4. In groups, they now test their predictions on the balance scale. They place one item in each bucket and see which is heaviest. Repeat for all the items.
5. Ask the girls:
 - Which of your estimates was closest?
 - Which estimates did you change? Why?
 - Did anything surprise you?

Walk around and talk to the girls as they work. Note:

- They may need support using the balance scale. Make sure they have measured each object against every other one.
- Make sure that when they fill containers, they are filling them to the very top. It can be surprising how much more can go in!

Assess

10 minutes

Name another object, for example a football. Ask the girls how it would compare to the objects they measured today. Would it be lighter or heavier than, for example, the banana? In their groups, ask the girls to think of three objects lighter than the banana and three objects heavier.

Listen to their discussions and suggestions. In your **Progress Book**, write down who found it easy to share their ideas and who found it more difficult.

Reflect



We thought the apple would be lightest, so we measured it first. It was lighter than the banana, but it was very close! It was also lighter than the book and the rock. But when we measured it with the screwed-up paper, the apple was heavier! We were really surprised!

I wasn't sure about making the balance scales, so I worked with another community educator. It was much easier than I thought! We just needed to make sure the log was in the middle and that it balanced before we added any objects.



Literacy activity 6.2: What sports do we want?

30 minutes

Plan

Write the learning objective on the board.

Learning objective

- To discuss and share preferences

Do

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

Guided work

5 minutes

Organise the group into small groups of three to four. Tell them that – like the girls in the story – they must talk about what sports and activities they would like to have in a SAGE inter-hub competition. (They can do this even if there is not going to be a competition – they can pretend there is going to be one.) First, they must choose ten sports/activities, and write them as a list.

Independent work

15 minutes

Visit the groups. For groups using English, help them with English words and spellings. Encourage the girls who can write to share the writing between them.

Now each group must choose their top five from their list of ten, and write those five in order of preference, starting with the most popular. Encourage the girls to discuss this properly in order to come to an agreement, and to discuss their reasons for their preferences. Encourage them to do this in English, but let them do it in their home language if necessary.

Assess

Feedback

10 minutes

Each group has one minute to tell the whole group their top five and share their reasons. Use a timer (on your phone if you have one) and time each group. This will encourage the girls to give specific information and is good practice when speaking to audiences.

Note down in your **Progress Book** any girls who surprised you in their presentation.

Reflect



I was surprised that some very quiet girls are confident speakers in a group. I wrote this in my **Progress Book** so that I can remember the next time we have a group activity.

Unit 6: Session 2

Numeracy activity 6.2: Organising refreshments

Plan

25 minutes

Write the learning objective on the board.

Learning objective

- To problem solve and carry out calculations in a practical context

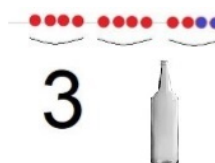
Do

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

Guided work

This activity helps learners to use addition skills in a practical setting. The girls are going to think about refreshments for an inter-hub sports event.

- Start by asking the girls what they know about community events involving sports. What normally happens? What kind of refreshments might be on offer?
- Ask the girls to share the kinds of refreshments they have seen at this sort of event (if they have experienced them). How much will each person drink?
- Put the girls into groups of between four and six. Ask them to plan the drinks they would like at the event, by thinking about these things:
 - How many drinks would one person need? How much would ten people need?
 - For example, will everyone have one cup of maheu? If so, how much will you need for ten people?
 - How many people will a bottle of mazowe serve? So how many bottles will you need for ten people? Use bead strings to help work it out. For example, if a bottle serves four, three bottles are needed for ten people.



Independent work

- Ask each group to draw a plan of what they will need. They can use any resources to help them work out how much drink they will need (for example, counters, bead strings or number lines).
- At the end of the activity, ask each group to share their plan with the whole group.

Assess

Listen to the plans and note any misconceptions. Clarify any issues and note down areas to revisit in later activities. Note down key points in your **Progress Book**.

Reflect



I liked how practical this activity was. The numbers had meaning. It also made the girls think about things in a very ordered way. They saw how sometimes you have to buy more than you need, but that nothing goes to waste!

At first we thought we would only need two bottles for ten people, but we realised we would need three but would have some left over. Leftovers will always be used!



Numeracy activity 6.3: Pouring a litre

30 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To be able to measure capacity using standard units

Key vocabulary

measure, accuracy

You will need:

- ✓ a measuring jug calibrated in litres, or a bottle with a capacity of exactly 1 litre
- ✓ five containers with different capacities
- ✓ a dropper (as demonstrated in the Unit 9 story, Module 1b).

Do

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

Guided work

1. This activity introduces the idea of using standard units for measuring capacity and builds on the previous activity.
2. Explain that the 2 on the dropper represents 2 millilitres, and that there are 1000 millilitres in a litre.
3. Show the girls a litre container and drop into it 1 millilitre of water, using the dropper or a spoon. Explain that a dropper is a very important object for measuring very small amounts of liquid accurately, but for activities such as cooking or watering plants liquids are usually measured to the nearest litre or half litre.
4. Remind the girls of the previous activity and ask them to place the five containers in order by estimating from the smallest to the largest capacity.
5. Now ask them to write down their estimate of the capacity of each container using the following terms: less than/more than/equal to, half a litre/one litre/one and a half litres etc.
6. Ask the girls to pour sand or water from each container into the measuring jug and write down the actual measurement. They may need to fill the jug more than once – help them to do this and to find the total capacity. Which of the girls' estimates was closest?
7. Note the accuracy of the estimates and discuss the importance of accuracy. Encourage girls to think of examples where this is important, for example in giving medicine.

Assess

Note down in your **Progress Book** which girls found measuring more difficult. They will need more practical experience in future activities.

Reflect



Although this activity was mainly about the girls developing their understanding of how much a litre is, it is also good to see them beginning to understand that a litre could be divided up into much smaller units, and when and why this might be important in real-life situations.

Learning English activity 6.1: Listen and write the question

20 minutes

Plan

Write the learning objective on the board.

Learning objectives

- To practise listening to and writing short sentences (questions)

You will need to:

- ✓ read through the sentences in step 2 so that you are confident in reading them aloud
- ✓ prepare the non-writer task as follows:
Write the sentences you are going to dictate in pale pencil. Each non-writer will need one sheet. In the session, put the non-writers in groups of three to six. When you dictate, they must go over the pencil lines of that sentence in pen. Make sure they do not feel embarrassed or in any way inferior because they are doing this version of the activity.

Do

15 minutes

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

Repeat the instructions given for 'Listen and write the sentence' in Unit 5 (pages 80–81) but use the questions below.

Are you OK?

Is this my pen?

Do you like cats?

What is that?

Who are you?

What is your name?

Where are you from?

What time is it?

Where is my book?

Why are you sad?

Assess

Collect in the papers from any non-readers and check they have traced over your words correctly. Make notes in your **Progress Book**. Note down any girls who were confident in reading out the questions and note down their achievements.

Reflect

5 minutes

Ask the girls to think about their writing task. What did they like/not like about the activity? Use thumbs up/thumbs down to identify the girls' preferences. Ask girls to explain their answers.



Learning English activity 6.2: Reading a simple text

20 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories

Do

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

Follow the instructions given in Units 2, 3 and 4.

Assess

Sit with a pair of girls and listen as they read the story. Check their pronunciation of each word. Note down any words the girls find difficult. Do the girls use their fingers to follow the words? When you have listened to a pair, record their achievement in your **Progress Book**. Try and listen to four pairs of girls in the session.

Reflect

In the beginning, I found it difficult to listen to small groups of girls while the other girls were working independently. Now I can see how helpful it is to focus on girls' learning. The other girls enjoy reading each other the stories.



Learner's Self-Study Workbook

10 minutes

Check the girl's at-home work for this unit, and also prepare them to do the at-home work for the next unit. Get them to practise saying the key words for Exercises E and F on pages 51 and 52 (*sow, shout, about, match* etc.) and check/explain the meanings.

Unit 7: Everyone joins in

If you are not sure about ideas for a sports competition, the unit story will give you good ideas of what you can plan. Why not ask the girls to help you plan the competition – all SAGE girls have good ideas so that everyone can join in.

Learning objectives

Numeracy

- To learn about rate and how to compare rates using words such as *faster* and *slower*
- To use standard measures to measure length, width and height
- To understand what is meant by area and perimeter
- To measure area by counting squares

Literacy/Learning English

- To listen to and understand a story in the home language
- To respond to questions about the text
- To practise the sounds of digraphs and trigraphs (two/three letters that make one sound)
- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories
- To practise writing short questions and answers using own ideas

Subject and activity number	Activity	Time (mins)
Literacy 7.1	The unit story	30
Numeracy 7.1	Keeping fit – your heart rate	35
Numeracy 7.2	What's in a metre?	25
Learning English 7.2	Touch the word	20
Learning English 7.2	Reading a simple text	25
Numeracy 7.3	Raka raka – how far will you travel?	45
Literacy/Learning English 7.3	Fill the voice balloons	40
	Learner's Self-Study Workbook	10

Unit 7: Session 1

Literacy activity 7.1: The unit story

35 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

For all girls:

- To listen to and understand a story in the home language
- To respond to questions about the text

Some girls will be able:

- To read and understand a story in English and write answers to questions about it

Key vocabulary

Choose five words the girls will find **difficult** and write these on the board. The words can be in the home language or English.

Do

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

Follow the instructions given in Units 1, 2 and 3.

Assess

10 minutes

Choose six different girls to tell you the answers in home language or English. They must tell why/how they know that is the correct answer by referring back to the text. Record in your **Progress Book** the girls' achievement in speaking, listening and comprehension either home language, English or both.

[Answers to the questions about the text: C 1 false (three hubs), 2 true, 3 false (she won all four), 4 false (her mother's phone), 5 true, 6 false (she chose the best photos), 7 true]

Reflect

I have noticed that many girls are choosing to read the English story. They are more confident in reading the words to themselves. I am not sure if they understand all of the words, so I will continue to use the home language to assess their comprehension skills.



Numeracy activity 7.1: Keeping fit – your heart rate

35 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives:

- To learn about rate and how to compare rates using words such as *faster* and *slower*

Key vocabulary

rate, heart rate, pulse, faster, slower

You will need:

- ✓ a timer, e.g. a stopwatch on a mobile phone for each pair (or combine pairs and have one between four); a clock with a second hand could also be used.

Do

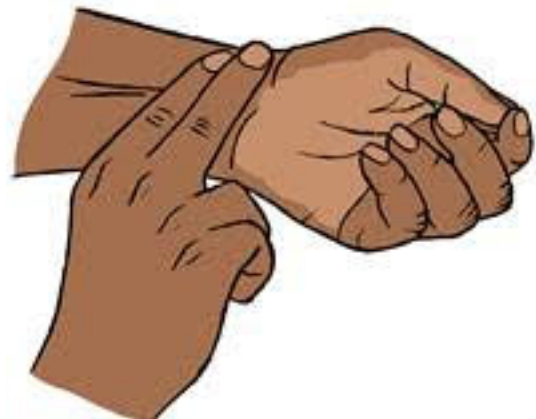
Point to the learning objective and tell the girls what they are learning in this activity.

In this activity, the girls will use technology (a timer) to measure and compare the rate at which their heart beats before, during and after exercise.

Guided work

10 minutes

1. Explain the activity to the girls: 'We are going to investigate how exercise affects us.'
2. Start by asking them what they know about their heart. Do they know what the heart does? The heart is a pump that moves blood around the body, carrying oxygen from the air to your brain and vital organs. It is about the size of your fist and sits around the middle of the chest, between the lungs.



3. Ask the girls if they know how to take their pulse. Demonstrate by holding your left wrist with the middle fingers of your right hand. Ask the girls to do the same. Encourage them to help each other in finding it. Help those who are having difficulty.
4. Once everyone has found it, explain they are going to do an experiment. Ask the girls to sit very still. They are all going to count how many times their heart beats in a certain time (30 seconds). You should use a timer or watch to time it.
5. When everyone is ready, call 'go'. After 30 seconds, call 'stop'. Ask the girls to write their number on their chalkboard. Write your number somewhere everyone can see. You might need to do this several times. Some girls may need to work with a partner.
6. Discuss the results by asking some questions:
 - Who has a higher heart rate than you? A lower one?
 - Who has the lowest? Who has the highest?
7. Explain that you are now going to investigate how exercise changes their heart rate. Do they think it will get faster or slower?

Independent work

15 minutes

1. Put the girls into pairs. Each pair should have a timer. If you don't have enough timers, you could put them into groups of three or even four. Make sure everyone can use their timer to time 30 seconds. Practise this as a group several times.
2. Each pair will now take it in turns to do two minutes of exercise. This could be jumping on the spot, squatting up and down or whatever is appropriate for the girl. They should be as active as they can be in a safe way.
3. Explain the activity to the girls:
 - Girl 1 starts exercising when you say 'go' and continues until you say 'stop'.
 - Once the exercise has stopped, Girl 1 finds her pulse.
 - Girl 2 times 30 seconds on the timer, while Girl 1 counts her heart beats. Girl 2 says when to start and stop. They write the number down.
 - They repeat the activity, switching roles so Girl 2 does the exercise.
4. Pay attention while the girls are doing the activity, ensuring they are being safe. Some girls may need help with the timer or finding their pulse.
5. Bring the girls back together to discuss the results.
 - What did exercise do to their heart rates?
 - What was the difference between their 'resting' pulse and their pulse after exercise?
 - Did exercise make their heart beat faster or slower? You could explain that this is because the heart was working harder to pump extra oxygen around the body to help them be more active.

Assess

10 minutes

At the end of the session, ask every girl to take her pulse again. Support girls who found this difficult in guided work.

Compare the results. Ask the girls about final pulse rates. What do they notice? Can they explain why? and ask the girls to discuss the possible reasons for the differences.

Reflect

I loved this activity. I've never taken my pulse before, it was a bit tricky at first, but I found it! I was amazed how fast my pulse returned to normal – I do a lot of exercise, so maybe I'm fit?



Numeracy activity 7.2: What's in a metre?

25 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To use standard measures to measure length, width and height

Key vocabulary

length, width, height

You will need:

- ✓ rulers, measuring tapes and chalkboards for each pair. The girls can work in groups if there are not enough measuring tapes. Extra tapes can be made using strips of fabric or paper, marked in 1 cm intervals.
- ✓ a selection of empty boxes (cereal/soap boxes etc.).

Do

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

Measuring is an important skill for many jobs. Estimation is particularly useful for this topic as often a measuring instrument is not available. Estimation and measure are both very important skills for many jobs. For example, estimation is very useful for knowing roughly how much of something you will need to do a job before you buy materials. Measuring accurately is also very important to make sure that the finished job is the right size. For example, that the dress fits the customer.

Guided work

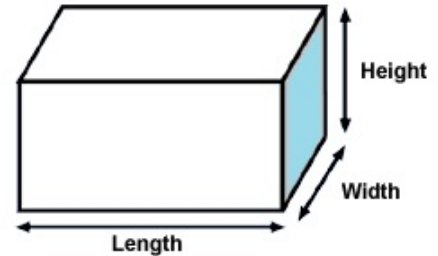
10 minutes

1. Explain the importance of measuring accurately. For example, in sports events it is important that everyone competes on the same-sized pitch or runs the same distance. It is important in trades, too.
2. How big is a metre? Ask the girls to show by stretching their arms or legs out, then measure their estimate to see how close it is.
3. How big is a centimetre? Ask the girls to estimate again. Show that it is about the length of your fingernail. Remind the girls that there are 100 cm in a metre.

Independent work

15 minutes

1. Put the girls into pairs. They should choose ten objects in the room, each less than a metre long. They should estimate the length; write this on their chalkboard, then measure to see how close they were.
2. After ten minutes, bring the girls together. Talk about measuring 3D shapes and introduce the words length, width and height. Explain each.
3. The girls should then practise estimating then measuring the length, width and height of different boxes.



Assess

Encourage the girls to use the correct mathematical language during this activity. Check that the girls are using measuring instruments correctly – that the ruler is the right way round, for example, and that the measuring tape is at one end of the object being measured. Make a note in your **Progress Book** of girls whose estimates do not seem to be getting more accurate – they may need more practice.

Reflect

I was a bit worried that this session might be very busy with the girls wandering around choosing their own objects to measure. It was quite noisy, but the girls were all working hard and the noise was 'working noise'. I noticed their estimations became more accurate the more measuring they did.



Learning English activity 7.1: Touch the word

20 minutes

Plan

Write the learning objective on the board. For the key vocabulary, there are too many words to write on the board. Point instead to the words in the Learner's Self-Study Workbook.

Learning objective

- To practise the sounds of digraphs and trigraphs (two/three letters that make one sound)

Do

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

Guided work

5 minutes

1. The girls should open the Learner's Self-Study Workbook at Unit 7, Exercise E (page 51). Say one of the words. The girls must find and point at the word you say, and then say it all together. Repeat with the other words.
2. Organise the girls into small groups of around three to five. Each group will need a copy of the Learner's Self-Study Workbook open at Exercise G. Join one group, and demonstrate the next part of the activity. Point to a word. Everybody in the group must read and say the word. Get the girls to take it in turns to point to one of the words while the whole group reads and says that word.

Independent work

10 minutes

3. The girls do the activity in their groups. Let it continue until every word has been covered at least once.
4. Each group goes through all the words together, and whispers the sound of each letter together. (Whispering means they won't distract nearby groups too much.)

Assess

10 minutes

Ask for one girl to be the leader, she is going to be the teacher. She must read the first word and the group must repeat it. You should join the group and be one of the girls. This should be a quick activity.

Girl: *Sow*

Group: *Sow*

Girl: *Shout*

Group: *Shout*

Note down in your **Progress Book** the names of any girls who either found this activity very hard or very easy. You will need to differentiate their learning next time.

Reflect

Playing the teacher is now a favourite game of the group. Every girl volunteered to be the teacher. It was hard to choose only five girls, but I wanted to keep all the girls motivated and listening.



Unit 7: Session 2

Learning English activity 7.2: Reading a simple text

20 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories

Do

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

Follow the instructions given in Units 2, 3 and 4.

Assess

Sit with a pair of girls and listen as they read the story. Check their pronunciation of each word. Note down any words the girls find difficult. Do the girls use their fingers to follow the words? When you have listened to a pair, record their achievement in your **Progress Book**. Try and listen to four pairs of girls in the session.

Reflect



I have been reading the stories to my son. He likes it when I read in English. It is helping him too.

Numeracy activity 7.3: Raka raka – how far will you travel?

45 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

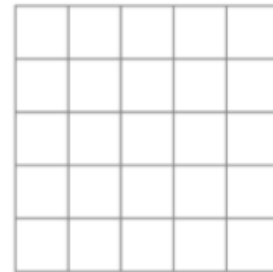
- To understand what is meant by area and perimeter
- To measure area by counting squares

Key vocabulary

area, perimeter

You will need:

- ✓ squared paper for each pair of girls (page 84 in the Workbook)
- ✓ a grid drawn on the board/flipchart (at least 5 x 5).



Do

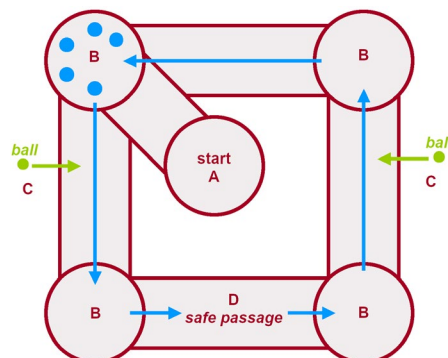
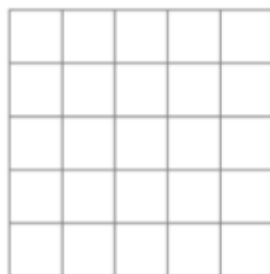
Point to the learning objectives and tell the girls what they are learning in this activity.

This activity helps to develop an understanding of area and perimeter in a practical context.

Guided work

15 minutes

1. Say that Vimbai is planning to draw the raka raka bases out on squared paper to plan where it could go. Each square represented a metre. Draw on squared paper on the board or wall (5 x 5).



2. Ask: 'How far would you run if you went from the home base, round all the safe zones and back to the start?' Demonstrate $5 + 5 + 5 + 5$ (or 4×5) makes 20 m.
3. Explain that the distance around the outside of a shape is called the *perimeter*. Write the word.

4. Vimbai counted the squares inside the lines and noticed there were 25. Explain this is called the *area* of a shape and write the word. This is the amount of space the pitch takes up.
5. Summarise for the girls that the perimeter of the raka raka pitch is 20 metres and the area is 25 square metres.

Individual work

15 minutes

1. Ask: 'Do you think there is a rectangle where the perimeter and the area have the same numerical value?'
2. Put the girls into pairs. They should use the squared paper on page 84 of the Workbook to see if they can draw any rectangles where the value of the perimeter and area are equal.

Assess

10 minutes

Ask the girls to share any rectangles they were able to draw. Ask what they noticed?

Reflect



As a group, we tried to find ways to remember the difference between area and perimeter. One girl suggested that perimeter is really the path around a shape – they both start with p, so it's a good memory aid!

Literacy/Learning English activity 7.3: Fill the voice balloons

40 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To practise writing short questions and answers using own ideas

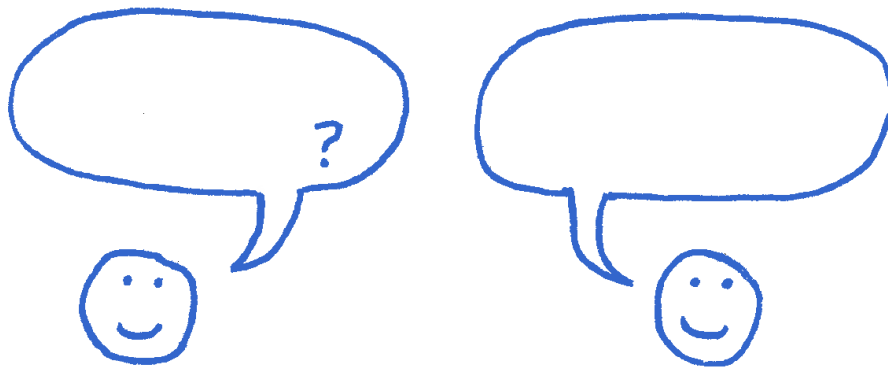
Do

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

Guided work

10 minutes

1. Ask the girls to look at the picture of two characters with voice balloons at the bottom of page 52 in the Learner's Self-Study Workbook. In pairs, they take it in turns to act the mini dialogue. Then they swap roles and repeat.
2. Draw two smiley faces on the board/chart, with an empty voice balloon above each. Put a question mark in the bottom right of the left balloon.



Independent work

15 minutes

1. Working in pairs, the girls draw faces and voice balloons, and fill them with any question and answer they wish. When they have finished, they can do another one, and continue doing more until the end of the activity. Visit the pairs, and help with English words and spellings.
2. If there are any non-writers, they can draw the faces and voice balloons and come up with ideas. When you visit them, ask them to say their ideas for a question and answer. Write their ideas in pencil. Then they go over the pencil with pen – they do one voice balloon each.
3. In their pairs, the girls act out all the mini-dialogues they have written. Then they reverse roles and repeat.

Assess

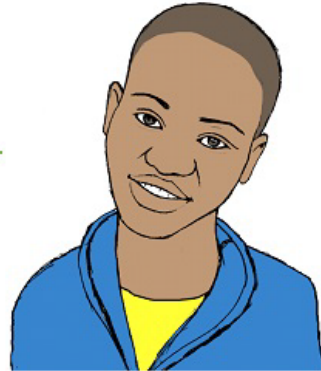
Feedback

15 minutes

To finish off the activity, each pair must choose their favourite question and answer that they have written, and act it for the rest of the group.

Reflect

Writing in English can be difficult,
but acting out our sentences
helped me understand better.
The group laughed because we
made our sentences funny.



Learner's Self-Study Workbook

10 minutes

Check the girl's at-home work for this unit, and also prepare them to do the at-home work for the next unit. You may need a little longer than usual for this, as there are three Learning English exercises in Unit 8 (E, F and G).

Unit 8: Mending things

SAGE girls will know from the Champions of Girls' Education clubs about stereotypes. In this and other SAGE stories, girls find out about the many different jobs and activities that they can do just as well as boys. The main story in Unit 8 is all about Bongani, a young woman who mends bicycles.

Learning objectives

Numeracy

- To read and write fractions with denominators 2, 4, 5 and 10
- To arrange fractions in ascending and descending order

Literacy/Learning English

- To listen to and understand a story in the home language
- To respond to questions about the text
- To practise reading words where the letters have alternative sounds
- To practise writing sentences using own ideas, while using some words with contractions
- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories

Subject and activity number	Activity	Time (mins)
Literacy 8.1	The unit story	30
Numeracy 8.1	Fractions – learning about denominators	45
Learning English 8.1	Match the letters with the same sound	25
Numeracy 8.2	Arranging fractions in order	45
Learning English 8.2	Complete the sentences	30
Learning English 8.3	Reading a simple text	25
	Learner's Self-Study Workbook	10

Unit 8: Session 1

Literacy activity 8.1: The unit story

30 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

For all girls:

- To listen to and understand a story in the home language
- To respond to questions about the text

Some girls will be able:

- To read and understand a story in English and write answers to questions about it

Key vocabulary

Choose five words the girls will find **difficult** and write these on the board. The words can be in the home language or English.

Do

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

Follow the instructions given in Units 1, 2 and 3.

Assess

10 minutes

Choose six different girls to tell you the answers in their home language or English. They must tell *why/how* they know that is the correct answer by referring back to the text. Record in your **Progress Book** the girls' achievement in speaking, listening and comprehension in either their home language, English or both.

[Answers to the questions about the text: C 1 four, 2 The carrying rack broke, 3 because Rudo and Princess were sitting on it, 4 because she didn't have another one, 5 the punctured tyre, 6 because she worked for a project for giving bicycles to school children]

Reflect



I am more confident with this activity now. I can see that even girls who need more help with English words are understanding words in their home language. I am pleased with their progress.

Numeracy activity 8.1: Fractions – learning about denominators

45 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To read and write fractions with denominators 2, 4, 5 and 10

Key vocabulary

halves, quarters, denominator, numerator, fifths, tenths

You will need:

- ✓ some small pieces of paper (1/8 of a piece of A4 paper)
- ✓ some hoops or two circles drawn on the floor
- ✓ some strips of paper to write labels
- ✓ to draw a fractions wall on manila paper or on the board (see below).

Do

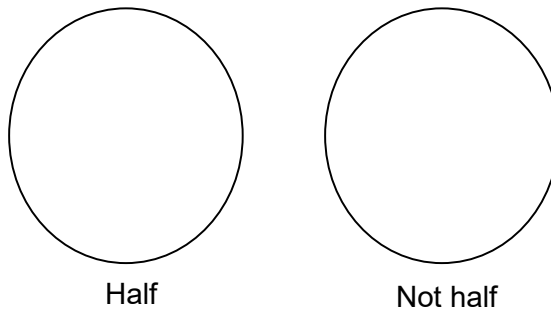
Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

25 minutes

PART 1: Recap of halves and quarters

1. Ask each girl to draw on a small piece of paper an image that represents *one half*. For example, 12 eggs in a tray of 24, half a circle, a glass half full etc.
2. Ask other girls to decide if it should go into the hoop labelled 'half' or 'not half'.



3. **Focus on the need for *two equal parts*.** If there are no images in the 'not half' circle, then ask the girls to draw an image which is 'not half'. For example, with three parts or the two parts are not equal.
4. Introduce the word *denominator* (tells us how many equal parts). Half has a denominator of two – it is divided into two equal parts.
5. Ask the girls to draw an image on a small piece of paper that represents one quarter.
6. Repeat the activity above. However, this time the circles are 'Quarter' and 'Not a quarter'

PART 2: Introduce 1/5 and 1/10

1. Ask the girls to turn to the fractions wall in their Learner's Self-Study Workbook (Activity H, page 60).

2. Ask these questions and demonstrate using your fractions wall. After each step ask the girls to copy the labels onto their fractions wall.
 - How should we label the top row (*whole or 1*)?
 - How many parts is the second row divided into? Are they equal? How can we label each section using fractions notation? ($\frac{1}{2}$) and in words (*half*)?

- How many parts is the third row divided into? Are they equal? What is the denominator? How can we label each section using fractions notation ($\frac{1}{5}$) and in words (*fifth*)?
- How many parts is the final row divided into? Are they equal? What is the denominator? How can we label each section using fractions notation ($\frac{1}{10}$) and in words (*tenth*)?

PART 3: Shading fractions

1. Shade your fractions wall like this:



2. Ask these questions and demonstrate using your fractions wall. After each step ask the girls to copy the labels onto their fractions wall.
 - If we want to label the orange fraction, what will the denominator be? (5)
 - The *numerator* tells us how many of each fractional part we are labelling. What will the numerator be for this fraction? (3)
 - Label the orange fraction $\frac{3}{5}$ and ask the girls to say together ‘three out of five equal parts’ or ‘three fifths’.
 - If we want to label the green fraction, what will the denominator be? (10)
 - What will the numerator be for this fraction? (7)
 - Label the green fraction $\frac{7}{10}$ and ask the girls to say together ‘seven out of ten equal parts’ or ‘seven tenths’.

Independent work

15 minutes

Ask the girls to complete Exercise I on page 61 of their Workbooks. They can refer back to their fractions wall if the context of the pictures is not clear.

Assess

5 minutes

Ask for volunteers to give their answers in words, using the terms denominator and numerator.

Reflect



The girls all appear to be clear about the role of the denominator and numerator, but find the language difficult. For the next session, I will write the words on the board and point to them each time we use the word.

Learning English activity 8.1: Match the letters with the same sound

25 minutes

Plan

Write the learning objective on the board.

Learning objective

- To practise reading words where the letters have alternative sounds

You will need:

- ✓ to prepare a set of cards with words as shown below
- ✓ something to fix the cards to the walls of the room
- ✓ to write all the words on the board/chart before the lesson with red, underlined letters as shown. The underlining is in case there are any girls with colour vision deficiency ('colour blindness').

WORDS FOR THE ACTIVITY:

If you do not need 30 words, choose equally from each line. If you need more than 30, add some from the 'extras' list below. If there are many more than 30 in the group, divide it into two, and make two sets of cards.

bl <u>a</u> ck	st <u>a</u> nd	ma <u>t</u> ch	
sm <u>a</u> ll	ba <u>l</u> l	<u>a</u> ll	ca <u>l</u> l
<u>c</u> ome	<u>c</u> an	<u>c</u> lock	
ni <u>c</u> e	fa <u>c</u> e	ri <u>c</u> e	plac <u>e</u>
<u>g</u> row	<u>g</u> o	leg <u>g</u>	
<u>p</u> age	<u>g</u> iraffe	Zimbabwe <u>G</u> ems	
<u>y</u> es	<u>y</u> ou	<u>y</u> our	
happ <u>y</u>	quickl <u>y</u>	twent <u>y</u>	
m <u>y</u>	wh <u>y</u>	cr <u>y</u>	tr <u>y</u>

Extras: age, always, salt, pencil, try, fifty, seventy

Do

15 minutes

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

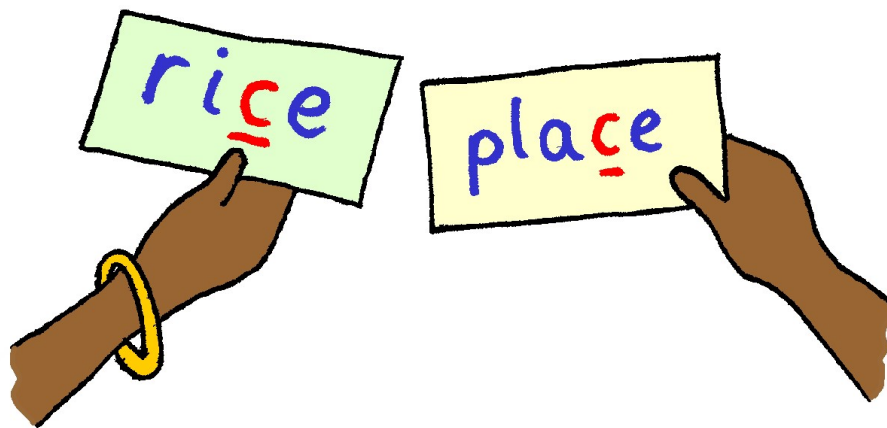
1. Go through the words one by one, and get the groups to say them together while you point.
2. Then ask girls to say just the sound of the letter in the different colour. Ask them what other sound this letter can make in other words, and ask for examples. (You are looking for words with the more common sound, such as the *g* in *go* and the *a* in *hat*.)
3. Give each girl a card.
4. They stand up and walk around the room. Each girl must find the other or others with words with the same sound for the red letter.
5. When two find a match, they continue to walk around together, looking for anyone else with a matching card.
6. They continue until all the matches have been found.

Example:

rice + page: not a match. The letters in red are different.

place + catch: not a match. The letters in red are the same, but have different sounds.

rice + face: a match. The letters in red have the same sound. The partners stay together, and look for anyone else with a matching word.



7. Collect the cards, hand them out again and repeat the activity. Continue for several more turns. Explain to the girls that they must tell you if you give them a card with a sound they had before.

Assess

10 minutes

Ask one girl to come and fix her card to the wall. Then ask who has a card with the same sound for the letter in red. This girl fixes her card next to the first one. Continue until all the cards are fixed to the wall, in groups with matching sounds for the letters in red.

Make a note of girls who found it difficult to match the sounds and note this in your **Progress Book**.

Reflect



The girls enjoyed this task as it was very interactive. It was very easy for me to see who found the task easy and who found it difficult.

Unit 8: Session 2

Numeracy activity 8.2: Arranging fractions in order

45 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To arrange fractions in ascending and descending order

Key vocabulary

denominator, equal

You will need:

- ✓ a piece of string approximately 1m long and some pegs
- ✓ a set of cards with the following fractions on them:

$\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{10}$ and 0 and 1

Do

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

Guided work

15 minutes

- Ask two girls to hold a piece of string. Peg on a piece of paper with 0 at one end and 1 at the other
- Ask for a volunteer to peg the $\frac{1}{2}$ card on the number line.
- Ask the girls: 'Is she right? How do we know?'
- Ask for volunteers to tell you what the word denominator means. (*The denominator tells us how many equal parts. $\frac{1}{2}$ means that the whole is divided into two equal parts.*)
- Ask the two girls holding the string to fold it into two equal parts and adjust the $\frac{1}{2}$ label to check it is in the centre.
- Repeat with $\frac{1}{4}$.
- Ask the girls: 'How many equal parts? Where should the $\frac{1}{4}$ label be placed on the number line? Ask the girls to look carefully. Do the parts look equal?'
- Repeat for $\frac{1}{5}$ and, if the string is long enough, for $\frac{1}{10}$.
- Ask the girls to decide which fraction is larger: $\frac{1}{8}$ or $\frac{1}{19}$? $\frac{1}{14}$ or $\frac{1}{25}$?
- Turn to Exercise J, page 61-2 of the Learner's Self-Study Workbook and read the sentences at the bottom of the page. Ask the girls to say the rule out loud: 'for fractions with a numerator of 1, the larger the denominator the smaller the fraction because..' and ask the girls to complete the sentence'.

Independent work

20 minutes

Ask the girls to complete Exercise J independently. Work with a group of girls who need more help and repeat the guided work.

Feedback

10 minutes

1. Ask the girls to look at the first row of fraction pairs in Exercise J. Ask:
 - What do you notice about the fractions in each pair in the first row? (*The fractions in each pair have the same denominator: A and B – 5, C – 10*)
 - How do you decide which fraction is larger? (*Ask the girls to say with you – if the fractions have the same denominator, then the larger the numerator the larger the fraction.*)
 - Can you explain why? (*because there are more parts*)
2. Ask the girls to look at the second row:
 - What do you notice about the fractions in each pair in the second row (*The fractions in each pair have the same numerator: D – 1, E – 4, F – 2*)
 - How did you decide which fraction is larger? (*If the fractions have the same numerator, the smaller the denominator the larger the fraction.*)
 - Can you explain why? (*because the smaller denominator means the parts are larger*)
3. Ask the girls to look at the third row:
 - What do you notice about the pairs of fractions in the third row? (*Each pair is equal.*)

Assess

Give the girls an example of a fractions rule for example: If fractions have the same numerator then *The larger the denominator, the smaller the fraction*. Ask high attaining girls to give an example of another fractions. Note down the girls who do this well in your **Progress Book**. Ask for other examples of rules For example:

- A multiple of ten always has a 0 in the ones column.
- Odd numbers always have a 1, 3, 5, 7, 9 in them.
- Odd + even always = an odd number.

Reflect

Answering in full sentences is really important because by saying things out loud it helps girls better explain their thinking.



Learning English activity 8.2: Complete the sentences

30 minutes

This is the same activity you used in Unit 3 (Learning English activity 3.3).

Plan

Write the learning objective on the board.

- To practise writing sentences using own ideas, while using some words with contractions

Do

20 minutes

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

Organise the girls into pairs. Repeat 'Complete the sentences' from Unit 3 (pages 47 and 48 in this guide) with the sentence heads below, plus the title. Encourage the girls who can to produce longer sentences. For example, *I'm thirteen and I live in Masvingo.* rather than just *I'm thirteen.*

Me and my friend

I'm ...

She's ...

I don't ...

My friend doesn't ...

Assess

Sit with six girls with high levels of literacy and encourage them to develop their ideas by adding detail to their sentences. Record their achievement in your **Progress Book**.

Reflect

10 minutes

1. The girls stand in a circle. Ask a volunteer to stand in the middle of the circle.
2. The volunteer throws a ball to one girl and says a short positive comment about her writing. For example: 'You always try your hardest with your writing.' 'Your spelling is always correct.' 'You always help other girls.'
3. The girl who received the compliment now stands in the middle of the circle.
4. Repeat the activity.
5. Go all the way around the circle so that every girl has a positive comment.
6. Encourage the girls to respond in English, 'Thank you.'

Learning English activity 8.3: Reading a simple text

15 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To read a simple text in English
- To identify new vocabulary
- To match pictures to stories

Do

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

Follow the instructions given in Units 2, 3 and 4.

Assess

Sit with a pair of girls and listen as they read the story. Check their pronunciation of each word. Note down any words the girls find difficult. Do the girls use their fingers to follow the words? When you have listened to a pair, record their achievement in your **Progress Book**. Try and listen to four pairs of girls in the session.

Reflect

I really like the characters in the stories. They are fun and make the girls laugh. It is important that girls develop a thirst for reading.



Learner's Self-Study Workbook

10 minutes

Check the girl's at-home work for this unit, and also prepare them to do the at-home work for the next unit. For Exercise F (page 60), read through the sentences while the girls follow with their fingers. They should complete the missing letters by writing with their fingers. Then they complete it again at home in pen/pencil.

Unit 9: Making a difference

Units 9 and Unit 10 are different from the other units in Module 1. This is because you need to work with all girls to complete the **Mid-Progress Assessment (MPA)**. Details about the MPA for Numeracy, Literacy and Learning English are found at the back of these session guides (Appendix B, pages 144-155).

To help you complete the assessments, girls need to complete their work independently so that you can work with individual girls on their MPA. This is an important stage of the SAGE programme. Girls are completing their first year of SAGE and their learning needs must be accurately assessed.

Read the session guides for Units 9 and 10 very carefully so that you understand the sessions. Talk to other CEs and your SAGE District Coordinator or Community Mobiliser if you need help with this very important assessment.

Learning objectives

Numeracy

- To consolidate and revise learning from across Module 1c in relation to number concepts and operations

Literacy/Learning English

- To listen to and understand a story in the home language
- To respond to questions about the text
- To draw and label a map of a village

Subject and activity number	Activity	Time (mins)
Literacy 9.1	The unit story	20
Literacy/Learning English 9.2	Make a map of a village + Mid-Progress Assessment	80
	Learner's Self-Study Workbook	15
Numeracy	Five carousel activities	100

Unit 9: Session 1

Literacy activity 9.1: The unit story

30 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

For all girls:

- To listen to and understand a story in the home language
- To respond to questions about the text

Some girls will be able:

- To read and understand a story in English and write answers to questions about it

Key vocabulary

Choose five words the girls will find **difficult** and write these on the board. The words can be in the home language or English.

Do

15 minutes

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

Follow the instructions given in Units 1, 2 and 3.

Assess

10 minutes

Choose six different girls to tell you the answers in their home language or English. They must tell *why/how* they know that is the correct answer by referring back to the text. Record in your **Progress Book** the girls' achievement in speaking, listening and comprehension in either their home language, English or both.

[Answers to the questions about the text: C Map B; D Old man – Build it next to the old one. Woman in a pink shirt – Don't build it in the centre of the village. Woman in a white dress – Build it near the bus stop. Man in a grey jacket – Use an old design. Fortunate – Use a new design.]

Reflect

In the beginning I spent 50 minutes doing this activity but now girls have completed their learning within the 30 minutes allotted to this task.



Literacy/Learning English activity 9.2: Make a map of a village + Mid Progress Assessment

80 minutes

Plan

Write the learning objective on the board.

Learning objective

- To draw and label a map of a village

You will need:

- ✓ to collect articles (or the beginnings of longer articles) and advertisements from old newspapers and magazines
- ✓ the Literacy **Mid-Progress Assessment** (Appendix B).

The girls will need:

- ✓ a sheet of paper and some coloured pens for each pair of girls.

Do

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

Guided work

10 minutes

1. Depending on the situation, this activity can be based on drawing a map of a local village or of a village imagined by the girls. Tell the girls what they are going to do, based on which option you have chosen (or perhaps give them the choice to do either).
2. Get the girls to suggest the places of note in the village: school, clinic, kiosk, bus stop, church, bicycle repair shop etc. Write them on the board. Get as long a list as possible – aim for at least ten different places.

Independent work

70 minutes

1. Organise the girls into pairs. If there are any non-writers, pair them with writers. They must draw a map of the village (whether real or imaginary), and write in the various places on it. Get them to share the writing duties if they can. Encourage them to add pictures to the map if they wish.
2. The girls need to work independently so that you can work with individual girls on their Literacy MPA. Follow the instructions found in Appendix B.
3. Display the resulting maps on the walls of the hub.

Assess and reflect

The Literacy **Mid-Progress Assessment** should take five minutes for each girl. You need to work quickly and accurately to complete it in this time.

During Unit 9, Session 1, you need to complete the Literacy **MPA** for 15 girls. You will do the same in Unit 10.

Learner's Self-Study Workbook

15 minutes

Check the girl's at-home work for this unit, and also prepare them to do the at-home work for the next unit.

For Exercise E (page 76), read through the sentences while the girls follow with their fingers. Ask them to choose and remember the correct words. Ask for the answers, but tell the girls not to write anything. At home, they should do the exercise again, and cross out the incorrect word in each sentence.

Encourage them to read/reread the simple texts at the end of the Learner's Self-Study Workbook, so they can retell them in an activity in the next session.

Unit 9: Session 2

Numeracy only

Plan

Write the learning objective on the board.

Learning objective

- To consolidate and revise learning from across Module 1c in relation to number concepts and operations

A carousel activity is an opportunity for the girls to work in groups on different tasks to consolidate their learning. The girls move around a room in groups of around five, stopping at different 'stations' to complete an activity. After 15 minutes at a station, each group moves on to the next one and starts a new activity.

There are five carousel activities for Unit 9 and five activities for Unit 10.

- Decide on five stations. These could be tables, or a designated space inside and/or outside the hub. Label each station 1- 5
- One activity should be set up at each station. Write out the instructions for each activity on a card and place one at each station.
- Ensure that all resources are available to the girls (bead strings, number lines, counters, place-value charts etc.).
- The girls should record their answers on paper/in their Learner's Self-Study Workbook.
One group of girls will be with you each time to complete their Numeracy **MPA**.
- Put the girls into groups of around five and note down which group each girl is in. Label the groups 1 -5.
- Ensure there is a confident reader in each group who is able to read the instructions and explain them to the other girls.

Activity 1

Find 200

Focus: Mental addition

Instructions:

- Choose four of these digits: 1 2 3 4 5 6 7 8 9
- Put one digit in each box

- This makes two two-digit numbers reading across and two two-digit numbers reading down.
- Add up all four of the numbers. For example:

1	2
4	7

- In this example the total is 100 ($12 + 47 + 14 + 27$)
- **How many ways of making 200 can you find?**

Activity 2

Target numbers

Focus: Number sense

Instructions:

Use the numbers listed in any order to make the target. For example, with the numbers: 2, 3, 10 and target 32, the calculation could be $3 \times 10 + 2 = 32$

Numbers	Target
2 3 10	32
1 4 8	40
7 5 9	35
8 4 6	80
9 4 2	28
15 3 7 4	48
12 2 9 3	36

Activity 3

Missing numbers

Focus: Column addition

Instructions:

Write numbers in the circles to make the calculation correct. You can only use each of the digits 1 to 9 **once**.

$$\begin{array}{r} \\ \\ \end{array} \begin{array}{c} \bigcirc \\ \bigcirc \\ \bigcirc \end{array} \begin{array}{c} \bigcirc \\ \bigcirc \\ \bigcirc \end{array} \begin{array}{c} \bigcirc \\ \bigcirc \\ \bigcirc \end{array}$$

Activity 4

The greatest total game

Focus: Column addition

You need: 3 packs of 0–9 cards

Instructions:

- Play this game in pairs. The aim is to make the largest possible total number.
- Each player needs to draw a table like this.
- Mix the cards and lay them face down.
- Turn over the first card. Each player writes the digit in one of the squares on their table.
- Repeat this for five more cards.
- Both players now add up their three-digit numbers.
- The player with the highest total scores 2 points. If it is a draw, each girl scores 1 point.
- The girl with the highest score after five rounds wins.
- Repeat the game, but this time aiming for the lowest possible total.

$$= \begin{array}{|c|c|c|} \hline & & \\ \hline & & \\ \hline \end{array} +$$

THIS ACTIVITY CARD IS FOR YOUR INFORMATION ONLY

Activity 5

Mid-Progress Assessment

Focus: Module 1 learning

You need: Numeracy **Mid-Progress Assessment** (Appendix B).

Instructions:

- The Numeracy **Mid-Progress Assessment** should take five minutes for each girl. You need to work quickly and accurately to complete it in this time.
- During Unit 9, Session 2 you need to complete the Numeracy MPA for 15 girls. You will do the same in Unit 10.
- When each group of girls comes to your station, choose three girls you will work with. The other girls in the group will complete the assessment in Unit 10.
- Work 1:1 with each of the three girls. Do not let them see each other's answers, so that you get an accurate record of their learning.
- As you work 1:1, the other girls in that group can be completing or reading/finishing their Learner's Self-Study Workbook.

Do

Explain to the girls that they will work on activity at a station for around 15 minutes before moving on to the next station.

Tell the girls that you will tell them when it is time to move to the next activity

You will complete the MPA with a group of girls while the other girls work at different stations

Assess

The learning in the four activities has been covered in previous units and will be assessed in more detail in the **Mid-Progress Assessment**. Details of the Numeracy **Mid Progress Progress Assessment** are found in Appendix B.

Reflect

I hadn't done carousel activities before, but the sessions went well. I spoke to each group briefly as they started a new activity to ensure they knew what to do. The room was noisy, but on the whole the girls were focused and enjoyed working together so independently. I was able to complete the **MPA** on 15 learners, and know which girls I still need to assess in Unit 10.



Unit 10: What am I going to do next?

Congratulations – you and the SAGE girls have reached the end of Module 1c. This means the girls have completed a whole year of learning and this is a time to celebrate! You need to finish all MPAs for numeracy, literacy/Learning English and to record the girls' progress to share with your SAGE District Coordinator.

Plan a celebration for your hub. Invite community members to attend and congratulate the girls. If you have planned a sports competition, this would be a good day for it.

Congratulate the girls on their learning but don't forget to reflect on all your successes. There is much to be praised – well done to all of you!

Learning objectives

Numeracy

- To consolidate and revise learning from across Module 1c in relation to number concepts and operations

Literacy

- To listen to and understand a story in the home language
- To respond to questions about the text
- To practise retelling a story previously read
- To search in a text for key words

Subject and activity number	Activity	Time (mins)
Numeracy	Five carousel activities	100
Literacy 10.1	The unit story	20
Literacy/Learning English 9.2	Tell and find a story + Mid-Progress Assessment	80
	Time to celebrate!	20–2 hours

Unit 10: Session 1

Numeracy only

Unit 10 is a continuation of Unit 9. The girls should continue to work in groups, moving around the carousel stations. The planning instructions have been repeated below for clarity.

Plan

Write the learning objective on the board.

Learning objective

- To consolidate and revise learning from across Module 1c in relation to number concepts and operations

A carousel activity is an opportunity for the girls to work in groups on different tasks to consolidate their learning. The girls move around a room in groups of around five, stopping at different 'stations' to complete an activity. After 15 minutes at a station, each group moves on to the next one and starts a new activity.

There are five carousel activities for Unit 9 and five activities for Unit 10.

- Decide on five stations. These could be tables, or a designated space inside and/or outside the hub.
- One activity should be set up at each station. Write out the instructions for each activity on a card and place one at each station.
- Ensure that all resources are available to the girls (bead strings, number lines, counters, place-value charts etc.).
- The girls should record their answers on paper/in their Learner's Self-Study Workbook.
- One group of girls will be with you each time to complete their Numeracy **MPA**.

Activity 6

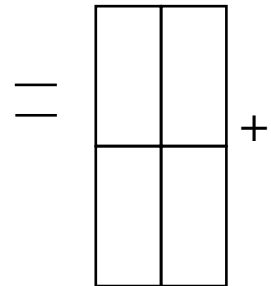
Greatest and smallest

Focus: Place value and column addition and subtraction

Instructions:

7 9 5 1

- What is the largest number you can make with any two of these numbers? What is the smallest?
- What is the largest number you can make with any three of these numbers? What is the smallest?
- Arrange the numbers to make an addition using two two-digit numbers.
- What is the largest total you can make? What is the smallest?
- Now arrange the numbers to make a subtraction using two two-digit numbers in the same way.
- What is the greatest/smallest difference you can make?



Activity 7

Finding the product

Focus: Estimation and grid multiplication

Instructions:

4 3 8

- Make six different multiplication questions using the digits. Predict which question will have:
 - the greatest product (answer)
 - the smallest product
 - an odd product
 - an even product
 - a product less than 200
 - a product more than 200.
- Check your answers by doing all six multiplications
- Now play this game with a partner:
 - Each choose three different digits without telling the other player what they are.
 - Use your digits to make the greatest product AND the smallest product.
 - Subtract the smallest product from the largest product.
 - The player with the largest answer scores a point

Activity 8

Revising multiplication facts

Focus: Multiplication facts

You will need: Two sets of flashcards 1–10, mixed together

Instructions:

- Play this game as a group
- One girl should look at the times tables fact chart below. She is the caller.
- Pick a times table as a group. For example, five.
- The caller turns over a flashcard.
- The first girl to call out a the multiplication fact keeps the card. For example, if four is turned over, you could shout four times five is 20.
- When all the cards have gone, the girl with the most wins.
- Change the caller, pick a different times table and play again.

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Activity 9

Which method?

Focus: Choosing the right method

Instructions: Copy and then complete the table by following the instructions below:

In my head (using facts I know)	Use number lines or number squares	Use a vertical written method

- Look at these calculations:

$7 + 3$	$27 + 13$	$150 + 50$	$175 + 123$
$184 + 60$	$184 + 16$	$27 - 17$	$12 - 4$
$150 - 20$	$178 - 167$	$182 - 172$	$275 - 148$
- Without doing the calculation, decide which method would be best to solve it. Write them in the correct place in the table.
- Do the calculations.
- Are they in the correct place or would a different method be better?
- Try a different method for each and see if it is quicker or slower.
- Challenge each other to find the best method for different calculations (take it in turns to pick a calculation)

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Activity 10

Mid Progress Assessment

Focus: Module 1 learning

You need: Numeracy **Mid-Progress Assessment** (Appendix B)

Instructions:

- The Numeracy **Mid-Progress Assessment** should take five minutes for each girl. You need to work quickly and accurately to complete it in this time.
- You need to complete the Numeracy MPA for the remaining 15 girls.
- When each group of girls come to your station, choose the girls from each group you did not work with in Unit 9.
- Work 1:1 with each of the remaining girls. Do not let them see each other's answers so that you get an accurate record of their learning.
- As you work 1:1, the other girls can be completing or reading/finishing their Learner's Self-Study Workbook.

Do

1. Put the girls into groups of around five and note down which group each girl is in.
2. Ensure there is a confident reader in each group who is able to read the instructions and explain them to the other girls.
3. Explain that they will work on an activity at a station for around 15 minutes before moving onto the next station.
4. You will time the session and tell the girls when it is time to move to the next activity.
5. Number the groups 1–5. Start each group at a station.
6. After 15 minutes, move each group onto the next station.
7. You will complete the **MPA** with a group of girls while the other girls work at the different stations.

Assess

The learning in the four activities has been covered in previous units and will be assessed in more detail in the **Mid-Progress Assessment**. Details of the Numeracy **Mid Progress Progress Assessment** are found in Appendix B.

Unit 10: Session 2

Literacy activity 10.1: The unit story

30 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

For all girls:

- To listen to and understand a story in the home language
- To respond to questions about the text

Some girls will be able:

- To read and understand a story in English and write answers to questions about it

Key vocabulary

Choose five words the girls will find **difficult** and write these on the board. The words can be in the home language or English.

You will need:

- ✓ the Literacy **Mid-Progress Assessment** (Appendix B).

Do

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

Follow the instructions given in Units 1, 2 and 3.

[Answers to the questions about the text: C 1 Glory / Bethsaida, 2 Vimbai, 3 Chiedza, 4 Rudo]

Assess and reflect

During the assessment time, ask a confident girl to lead the session. This will give you more time to complete the Literacy **Mid-Progress Assessment**.

Literacy/Learning English activity 10.2:

Tell and find a story + Mid-Progress Assessment

80 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To practise retelling a story previously read
- To search in a text for key words

You will need:

- ✓ the Literacy **Mid-Progress Assessment** (Appendix B).

Do

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

Guided work

10 minutes

1. Choose one of the stories from the simple texts at the back of the Learner's Self-Study Workbook. Choose one of the simpler ones from the first half. Close the book, and retell the story in your own words. The girls must find the story you are retelling in their own copies of the Workbook.
2. Ask for volunteers to take your role. These will probably be the girls with higher levels of literacy who have already read and understood the stories. It doesn't matter how many volunteers there are – the more the better.

Independent work

70 minutes

1. Organise the girls into small groups of three to six. There must be at least one volunteer in each group.
2. The volunteers retell a story. The others find the story that is being retold. When all the volunteers in each group have finished, they move to another group, and repeat the process.
3. The girls should work together to retell their story using drama.
4. The girls need to work independently so that you can work with individual girls on their Literacy MPA. Follow the instructions found in Appendix B.

Assess and reflect

The Literacy **Mid-Progress Assessment** should take five minutes for each girl. You need to work quickly and accurately to complete it in this time. Follow the instructions for the Literacy **Mid-Progress Assessment** (see Appendix B) and complete for all remaining girls.

Time to celebrate!

20 minutes – 2 hours

Plan

Write the learning objective on the board.

Learning objective

- To practise asking and answering about their future plans

You may wish to invite community leaders to the final session.

Do

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

Guided work

5 minutes

Write this question on the board/chart:

What are you going to do next?

Make sure the girls understand that in this case the question refers to future plans in life (rather than the rest of today, for example).

Independent work

10 minutes

The girls stand and circulate, finding conversation partners. Each time they find a partner, they ask and answer the question. Encourage them to do this in English if they can, but allow them to use their home language if necessary.

Reflect

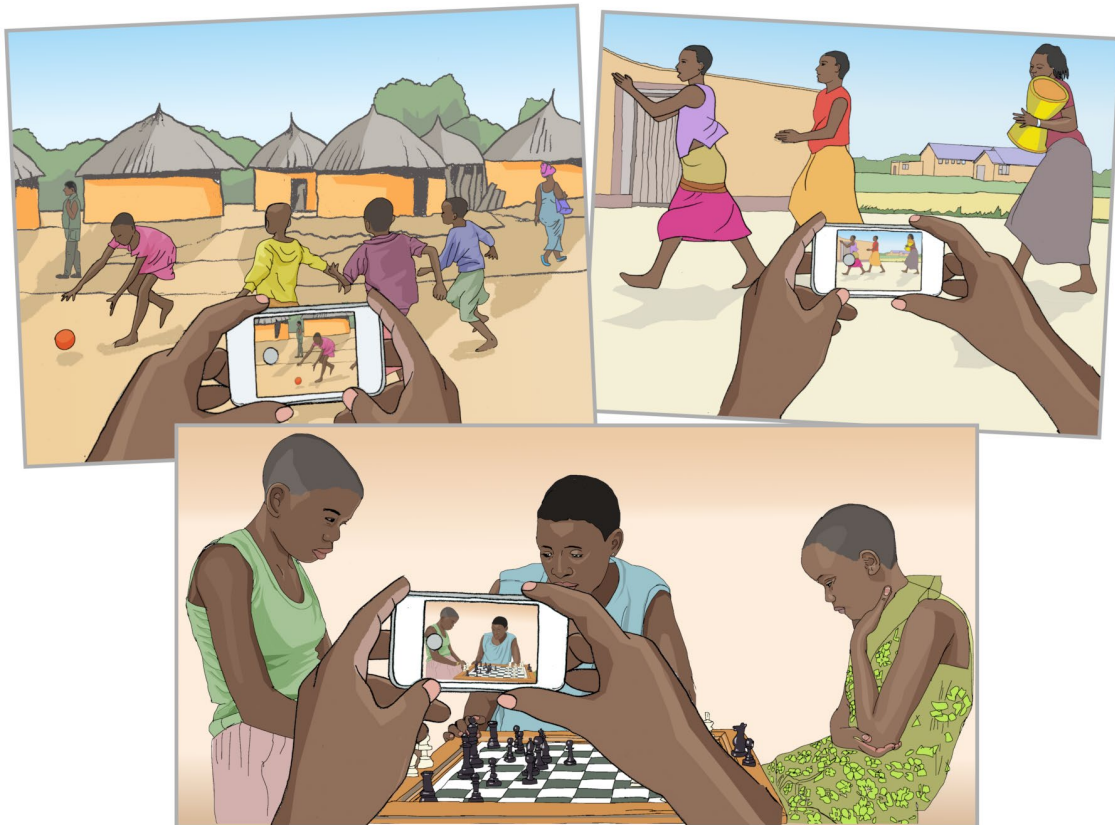
Ask one of the community leaders to lead the Reflection session.

They could:

- talk about the girls' progress so far
- celebrate the completion of three SAGE modules and one year of learning
- reflect on the girls' contributions to the community
- ask the girls to talk about the impact of their learning on their daily lives.

The Hub/Inter-Hub Sports Competition

The final session of Module 1 would be a good day to host your hub or inter-hub sports competition. The girls will be excited to play games and celebrate all the learning they have achieved over the last year.



Enjoy your celebrations!

Appendix A

Icebreakers and energisers

For each session, choose **one** icebreaker and **one** energiser to play with the girls. Two hours is a long time for girls to sit still and concentrate. These activities are designed to increase the girls' energy and help them work together.

Icebreakers

1. This or that?

10 minutes

This is an activity for the whole group. Make sure you have plenty of space. It is a good way of helping the girls learn about each other and to build their confidence.

1. Ask a question with two answers.
2. Girls need to move to one side of the room or the other depending on their answer. They can find things they have in common.
3. Keep the questions light-hearted! For example:
 - Which is better, being inside or being outside?
 - Literacy or numeracy?
 - Football is fun. Yes or no?
 - Would you rather play football or watch football?
 - Which is tastier, avocado or cucumber?
 - Blue is nice than green. Yes or no?
 - Which song is better, *[you will need to choose two songs the girls know]*?
 - Or questions about music and culture

Encourage the girls to talk as you play and share their preferences. Ask the girls for question suggestions.

2. Relay counting

10 minutes

This activity practises counting in tens from different starting numbers.

1. Practise counting together from zero to 100, forwards and backwards.
2. Put the girls into groups of six. Explain that when you point to a group, everyone in that group must begin counting together in tens, for example, 2, 12, 22, 32 ...
3. 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 72, the second starts 62, 52, 42 ...
4. When you point to another group, the direction changes again.

3. Think, Pair, Share

15 minutes

1. **Think:** Ask the girls to think about what the next number in a sequence could be, for example 2, 5, ...? Can they see a pattern? Ask them to come up with at least two possibilities e.g. 8 and 11.
2. **Pair:** Ask the girls to tell the girl next to her which numbers she chose and why. For example, if the pattern was 'add 3' the next number is 8. If it was 'multiply by 2 and add 1' the next number is 11.
3. **Share:** Ask the girls to join up with another pair and share their ideas.
4. Discuss the various answers as a group.
5. Repeat using a different sequence, for example, 6, 10, ...? Possible answers: 14 (add 4), 18 (multiply by 2, subtract 2).

4. Bingo: Working with multiples of 10

15 minutes

1. Ask the girls to pick any five multiples of 10 between 0 and 200 (e.g. 10, 20, 30 ... 200) and write them on their chalkboard.
2. You need questions for all 20 numbers. Some example questions:
 - The number 4 more than ...
 - The number 5 less than ...
 - The difference between ... and ...
 - A number between ... and ...
 - A number with ... in the tens column
 - A number greater than ... but less than ...

5. Mingle

10 minutes

Ask each of the girls to write a three-digit number on their chalkboard.

Round 1

1. Ask the girls to 'mingle' and find a partner with something that is the same about their numbers.
2. When they find someone, they should say out loud what is the same. For example:
 - Both our numbers are odd.
 - Both our numbers have a 7 in the units column.
 - Both our numbers are greater than 500.
 - Both our numbers are multiples of 10.

Round 2

Ask the girls to 'mingle' and get into groups of three. Ask them to decide which number is the 'odd one out' in their set of three numbers. For example, 28 odd number out one out because this number is the only even number etc.

Energisers

1. Switch

10 minutes

This game helps the girls to practise counting forwards and backwards from any number. This example shows how you count in 5s. You will need a ball or something to throw and catch.

1. Stand in a large circle with the girls.
2. Throw the ball to a girl and call out 'five'. Ask her to throw it to another girl and call out 'ten'. Keep going and ask the girls to join in counting in fives as the ball is thrown.
3. When you get to 35, shout 'switch'.
4. Start the throwing again, but this time counting backwards (35, 30, 25...).
5. When you get to 10, shout 'switch' and start counting forwards again.
6. Keep playing, shouting 'switch' when you want the counting to change direction.

Now start with a number that is not a multiple of five – e.g. 7 and count in fives. Note the patterns which emerge.

2. Bigger, smaller or equal

10 minutes

This activity helps the girls practise subtraction skills.

1. Write the target number 100 on the wall or board.
2. Explain that you are going to call different subtraction calculations. The girls need to decide if the difference is greater than, less than, or equal to 50.
3. If the answer is greater, the girls stand up or stretch up high. If the answer is less, the girls crouch down or stretch low. If the answer is equal to the target number, the girls stand or sit still and make an equals sign with their arms.
4. An element of relative size can be introduced by getting the girls to stretch/crouch higher/lower the higher or lower the answer is.
5. Repeat with different target numbers if there is time.

3. Three in a row

15 minutes

This is a game for groups of around four. You will need three 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). This game helps learners become more confident in ordering and comparing larger numbers, and reinforces what each digit in a three-digit number means.

1. Three dice are rolled, and a three-digit number made. For example, rolling a 2, 3 and a 4 could give 234, 243, 324, 342, 423 or 432.
2. The girl picks a number and marks it on a blank number line.
3. The first girl to get three numbers in a row wins.

4. SAGE, SIMBA, MASIMBA

10 minutes

Thinking in multiples of 3, 5 and 10.

1. The girls stand or sit in a circle and count in fives in turn.
2. Count round the circle in threes.
3. Explain that the next time they count, each time they get to a number that is a multiple of 3 they say 'SAGE' and when they reach a multiple of 5 they say 'SIMBA'. Finally add 'MASIMBA' for multiples of 10.
4. Anyone who says the wrong thing is out
5. The last girl remaining is the winner.

5. Kana Ndikadai

10 minutes

This Shona game teaches leadership and thinking skills. You can sing the words in the home language, in Shona or in English.

1. Move the desks and chairs to the side. Make a space for the girls to stand up.
2. Choose one girl to be the leader. She stands facing the other girls.
3. The girl leader performs a physical movement/action. The other girls copy.
4. While performing the action, she sings 'Kana ndikadai' (If I do this) and the rest of the girls answer 'Zvoshamisa' (It's amazing).
5. The girl chooses another action and sings again. When she has no more ideas, she chooses another girl to take over.

The song progresses like this:

Leader: Kana ndikadai (If I do this)

Chorus: Zvoshamisa (It's amazing)

L: Kana ndikadai (If I do this)

C: Zvoshamisa (It's amazing)

L: Kana ndikadai (If I do this)

C: Zvoshamisa (It's amazing)

L: Kana ndikadai (If I do this)

C: Zvoshamisa (It's amazing)

L: Kana ndikadai (If I do this)

C: Zvoshamisa (It's amazing)

The game continues until ten girls have had a turn. Remember to choose different girls the next time you play.

Appendix B

Mid-progress assessments

Literacy Mid-Progress Assessment (MPA): Module 1c

All girls need to complete the **Mid Progress Assessment** before the end of Module 1c. Time is given in Units 9 and 10 to complete them. Module 1c training will equip you with the skills to complete the assessments.

Speaking and listening		
Ask the girl these questions in their home language.		
What is your name? Can you write it down?		
Ask the girl these questions in English. Encourage her to answer in full sentences. If the girl does not understand English, ask her the blue questions in her home language and move onto the next task.		What the assessor should look for
How many are in your family?	How did you travel to the hub today?	Answers questions with one- or two-word answers Answers questions in full sentences Expresses attitude/feelings/opinions & interests
<i>Point to something blue and ask:</i> This is the colour blue. True or false?	<i>Point to the numbers 12 and 10 and ask:</i> Twelve is less than ten. True or false?	Can answer true/false statements

<p><i>Ask the girl:</i></p> <p>What is your wish for your future?</p>	<p>Express mood attitude and emotion using stress, intonation and facial features</p>
<p>What will help you achieve your goal?</p> <p><i>Ask the girl to explain her answer.</i></p>	<p>Absolute justification of answer (able to explain her choices).</p>

Letter/sound knowledge	
<p>What is the name of this letter or letters? What sound does it/do they make?</p>	
a	d
m	g
ch	ck
gl	spr

Word reading				
<p>Point to each word and ask the girl, What is this word?</p> <p>Stop when she gets five words wrong.</p>				
to	is	up	he	at
dog	one	shut	wish	door
went	boys	that	girl	water
nurse	carry	quickly	village	people
because	impossible	known	expecting	tongue
serious	disappear	although	believe	strangely

Reading

Point to the words 'tomatoes' and 'Harare' in the text below – ask the girl to tell you the words. 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.

Harare is a big city. It has a busy market. My mother sells tomatoes there. Children like her tomatoes. They always buy them.

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 girl two questions:

Question 1: **What does the mother sell in the market?**

Read silently and answer comprehension questions

Question 2: **Who buys the tomatoes?**

Read with clarity and expression

Ask the girl:

Why do you think the mother sells her tomatoes in the market and not by the roadside?

Character analysis such as behaviour or actions

Writing

Look at the writing in each girl's Learner's Self-Study Workbook. Decide if she is writing at blue, orange or yellow level. If she is not able to write, ask her to draw a picture of her favourite things.

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

Literacy Mid Progress Assessment (MPA): Module 1c

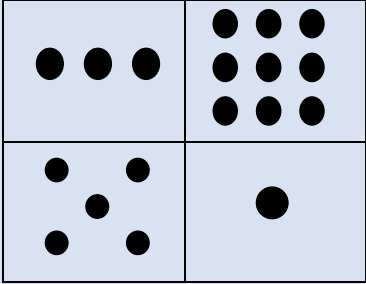
Girl copy

a	d
m	g
ch	ck
gl	spr

to	is	up	he	at
dog	one	shut	wish	door
went	boys	that	girl	water
nurse	carry	quickly	village	people
because	impossible	known	expecting	tongue
serious	disappear	although	believe	strangely

Harare is a big city. It has a busy market. My mother sells tomatoes there. Children like her tomatoes. They always buy them.

Numeracy Mid Progress Assessment (MPA): Module 1c

Number sense: Counting													
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												
<p>How many dots are there? Can you count them?</p> 	All girls should attempt this question, but not all girls will be able to answer. For these girls try the next question, if they don't score then stop the assessment												
Number sense: Number recognition													
What number is this?	Let the girl try each one. Encourage her.												
<table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td style="background-color: #d9e1f2;">12</td> <td style="background-color: #d9e1f2;">89</td> </tr> <tr> <td style="background-color: #fce4d6;">187</td> <td style="background-color: #fce4d6;">542</td> </tr> <tr> <td style="background-color: #fff9c4;">2,126</td> <td style="background-color: #fff9c4;">34, 865</td> </tr> </tbody> </table>	12	89	187	542	2,126	34, 865	<table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td colspan="3" style="text-align: center;">Number correct</td> </tr> <tr> <td style="background-color: #d9e1f2;">2</td> <td style="background-color: #fce4d6;">3-4</td> <td style="background-color: #fff9c4;">5-6</td> </tr> </tbody> </table>	Number correct			2	3-4	5-6
12	89												
187	542												
2,126	34, 865												
Number correct													
2	3-4	5-6											
Number sense: Missing numbers													
What numbers are missing?	Let the girl try each one. Encourage her.												
<table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td style="background-color: #d9e1f2;">7, _, 9</td> <td style="background-color: #d9e1f2;">4, _, 2</td> </tr> <tr> <td style="background-color: #fce4d6;">18, 20, _, 24</td> <td style="background-color: #fce4d6;">45, _, 55</td> </tr> <tr> <td style="background-color: #fff9c4;">525, _, 527</td> <td style="background-color: #fff9c4;">99, _, 97, _</td> </tr> </tbody> </table>	7, _, 9	4, _, 2	18, 20, _, 24	45, _, 55	525, _, 527	99, _, 97, _	<table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td colspan="3" style="text-align: center;">Number correct</td> </tr> <tr> <td style="background-color: #d9e1f2;">2</td> <td style="background-color: #fce4d6;">3-4</td> <td style="background-color: #fff9c4;">5-7</td> </tr> </tbody> </table>	Number correct			2	3-4	5-7
7, _, 9	4, _, 2												
18, 20, _, 24	45, _, 55												
525, _, 527	99, _, 97, _												
Number correct													
2	3-4	5-7											

Number sense: Comparing numbers

Which number is bigger?

6 and 10	16 and 72
58 and 99	67 and 87
81 and 18	231 and 321

Number correct

1-2

3-4

5-6

Number sense: Place value

What is the value of the underlined number?

<u>3</u> 67	5 <u>0</u> 9	7 <u>8</u> 4
-------------	--------------	--------------

For girls operating at Orange+ level only

Number correct

1-3

Number operations: Addition

What the assessor should look for

Any method can be used for the blue questions. The girl should show working for the orange and yellow questions (addition by vertical column method).

If she gets 1 or more right in row one, move onto row two. Record her colour. Praise her for trying hard.

$7 + 2 =$	$8 + 5 =$
$\begin{array}{r} 12 \\ + 23 \\ \hline \hline \end{array}$	$\begin{array}{r} 62 \\ + 37 \\ \hline \hline \end{array}$
$\begin{array}{r} 55 \\ + 69 \\ \hline \hline \end{array}$	$\begin{array}{r} 256 \\ + 695 \\ \hline \hline \end{array}$

Number correct

1-2

3-4

5-6

Number operations: Subtraction

Any method can be used for the blue and orange questions. The girl should show working for the yellow questions (subtraction by decomposition).

$9 - 3 =$	$5 - 2 =$
$28 - 13 =$	$46 - 14 =$
$\begin{array}{r} 84 \\ - 46 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 456 \\ - 68 \\ \hline \\ \hline \end{array}$

If she gets 1 or more right in row one, move onto row two. Record her colour.

Number correct

1-2

3-4

5-6

Number operations: Multiplication

She can use any method for the blue and orange questions. She should show working for the yellow questions.

$2 \times 4 =$	$6 \times 3 =$
$7 \times 10 =$	$20 \times 4 =$
$\begin{array}{r} 23 \\ \times 3 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 36 \\ \times 14 \\ \hline \\ \hline \end{array}$

Let the girl try each one. If she gets 1 or more right in row one, move onto row two.

Number correct

2

3-4

5-6

Number operations: Division

She can use any method for the blue and orange questions. She should show working for the yellow questions.

$10 \div 2 =$	$25 \div 5 =$
$21 \div 7 =$	$45 \div 9 =$
$366 \div 6 =$	$645 \div 5 =$

Let the girl try each one.

If she gets 2 or more right in row one, move onto row two. Do the same for row two to row three.

Number correct

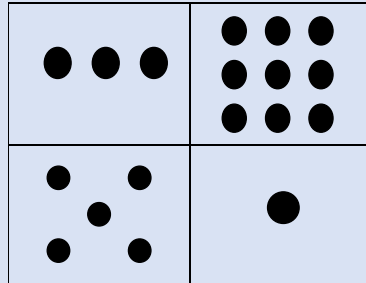
2

2-4

5-6

Numeracy Mid Progress Assessment (MPA): Module 1c

Girl copy



12	89
187	542
2,126	34,865

7, _, 9	4, _, 2
18, 20, _, 24	45, _, 55
525, _, 527	99, _, 97, _

6 and 10	16 and 72
58 and 99	67 and 87
81 and 18	231 and 321

$7 + 2 =$	$8 + 5 =$
$\begin{array}{r} 12 \\ + 23 \\ \hline \hline \end{array}$	$\begin{array}{r} 62 \\ + 37 \\ \hline \hline \end{array}$
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$\begin{array}{r} 84 \\ - 46 \\ \hline \hline \end{array}$	$\begin{array}{r} 456 \\ - 68 \\ \hline \hline \end{array}$

$2 \times 4 =$	$6 \times 3 =$
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Numeracy Mid Progress Assessment (MPA): Module 1

Learning Hub		Pandhari				District					
Community Educator		Joyce Watyoka				District Coordinator		Lois Moyo			
Name		Number sense					Number operations				TOTAL
		Counting	Number recognition (6)	Missing numbers (6)	Comparing numbers (6)	Place value (3)	Addition (6)	Subtraction (6)	Multiplication (6)	Division (6)	
<i>Patience</i>			3	4	2	2	4	3	2	2	
<i>Clara</i>	✓										
Comments											
Date			Signed								

Literacy Mid Progress Assessment (MPA): Module 1

Learning Hub	Pandhari		District				
Community Educator	Joyce Watyoka		District Coordinator	Lois Moyo			
Name	Number sense						Comments
	Speaking and listening	Letter/sound knowledge	Word reading	Reading (18)	Comprehension	Writing	1. Record each girl's aspiration Ask the girl in local language: What has been your biggest success since joining SAGE?
<i>Patience</i>				9			<i>Taxi driver</i> <i>Being able to check my change</i>
<i>Clara</i>	✓						<i>Business woman</i> <i>Walking to the hub with my friends</i>
Comments							
Date		Signed					

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Netball position diagram Unit 2, Session 2.2 Taken from
<https://i1.wp.com/www.sportsballshop.co.uk/sportsballblog/wp-content/uploads/sportsballshop.co.uk/user/2018/06/Netball-Positions.jpg?resize=632%2C425&ssl=1>

Place value counters charts Unit 4, Numeracy activity 4.1 and 4.3 adapted from IGATE project (Improving girls access through transforming education) Foundational Numeracy Module 3 Unit 2 and reshared under CC BY SA
www.wvi.org/education-and-life-skills/igate-improving-girls-access-through-transforming-education

Multiplying using a grid charts Unit 5, Numeracy activity 5.1 adapted from IGATE project as above, Foundational Numeracy Module 3 Unit 2 and reshared under CC BY SA

Dividing using place value counters diagram Unit 5, Numeracy activity 5.3 adapted from IGATE project as above, Foundational Numeracy Module 3, Unit 2 and reshared under CC BY SA

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