



# SAGE Module 2c

## Session Guides for Community Educators



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# Module 2c: My dreams, my future

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## What is this module about and why is it important?

As the girls begin Module 2c, they are coming to the end of their SAGE learning journey. This module finishes with a celebration of the girls' learning.

The stories in this module feature the SAGE girls six months into their futures. The stories reflect on the different pathways your SAGE girls may take – a return to school, into employment or entrepreneurship, or maybe onto further education or training. Use the stories as a starting point for discussion with your girls – what are their dreams for their futures?

At the end of Module 2c, the girls will need to complete their **End Progress Assessment (EPA)**, which is similar to the IPA and MPA. You will receive more information and training on the EPA later in the module.

New girls may join the SAGE programme in Module 2 because they already have Module 1 skills. It is important to welcome the girls and help them feel part of the SAGE programme. You might want to include more icebreakers and energisers from previous modules to help the girls feel part of your group.

The cross-cutting themes in this module are **gender** (all units), **financial literacy** (Units 3, 5, 6, 7, 8), **collaboration** (Units 1, 4, 7, 9), and **environmental issues** (Units 2, 6, 7).

## Graduation

You will need to plan a Graduation ceremony to celebrate everything the girls have achieved. As you plan for this event, think about who to invite, including girls' families, members of the local community and other distinguished guests. Work with your hub team, including your buddy and the SAGE community mobiliser to plan an exciting and lively event.

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## 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 2c materials

You will use these **session guides** together with the **Module 2c 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.

## Engaging learners 1-2-1, in small groups and as a whole group

### Principles

The basic principles of engaging individual learners do not change across the different contexts you may be working in to support girls' learning.

- Strike up a rapport.
- Start where learners are.
- Listen and respond to each girl's needs.
- Use the unit story.
- Seek other learning opportunities.
- Work at the learner's pace.

It is important to consider how to engage with every learner's varying and multiple needs.

- **Be prepared for the range of learners and abilities you will encounter:** Have a range of ideas and activities prepared, so you can engage learners at all levels.
- **Use a mix of individual and group activities:** Group-based tasks can promote cooperation between learners, motivation and ongoing support. It is also important that learners have opportunities to receive support from you on developing their individual knowledge and skills.
- **Make use of opportunities for collaborative learning:** Working in small groups means not only that learners can learn from each other, as well as you.
- **Enlist the assistance of more advanced learners to support other girls with more basic tasks:** Teaching others helps consolidate learning. Allowing girls who are working at a more advanced level to support others helps them become even more confident in their own knowledge and skills.

### Top tips

- **Maintain contact records:** These assist you in getting to know your learners and their needs.
- **Be prepared:** If you are organised and have considered the girls' needs, you will be better placed to support them.
- **Do not leave arrangements open-ended:** Agree dates and times to contact girls and keep to them.
- **Think about the time you have:** You will have less time with the girls than when at the hub. Choose the activities most helpful to the learners in the same way that you have done with your telephone conversations.

## Planning your sessions

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

When planning your sessions, think about the learning objectives and assessment for girls at three different levels. It is useful to do this by planning which activities **all** girls will complete, which activities **some** higher-achieving girls can complete, and which of the extended activities **a very small number of girls** will be able to achieve. We refer to this as **all girls, some girls** and **some (fewer) girls**.

## Icebreakers and energisers

SAGE is a participatory approach to teaching and learning, so don't forget to keep the girls active. Refer back to previous modules for examples of icebreakers and energisers or use your own favourites to keep the girls motivated. Choose one icebreaker and one energiser for every session. Music and dancing are always motivational.

## Learner's Self-Study Workbook

Each girl will have her own copy of the **Module 2c 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.

You will also notice that there are additional key resources (templates) at the back of the workbook, so the girls always have access to them. These include place-value charts, division chart, multiplication grid, fractions wall and squared paper. Remember to tell girls to use these pages to help with their learning.

## Simple texts

At the end of the workbook there are six 'simple texts' (simple stories, riddles etc.), each with a set of comprehension questions. They are intended as a resource for the girls to use as they wish. They do not have to read them in any particular order, and they can read as many or as few as they choose. Remind them from time to time about this resource, and encourage them to use it. If girls finish their independent work, they can read these simple texts with each other or individually.

## Resources you need to teach this module

| Resource provided in the Hub | Resources to find                                       | Resources to make                 |
|------------------------------|---|-----------------------------------|
| Chalkboards                  | Large clock   | 1-10 digit cards                  |
| Pencils/pens.                | Hat   | Flashcards for months of the year |
| Board/flipchart              | Jars or bottles containing the different amount of rice | Large flashcards                  |
| Card paper                   | Place value counters                                    |                                   |
| Manila paper                 | Large place value chart                                 |                                   |
|                              | Stone   |                                   |

# Assessment objectives

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In Module 2c, the SAGE sessions cover the following assessment objectives. You may be familiar with these as they align to the junior syllabus.

## LITERACY/LEARNING ENGLISH

### Listening/signing

- Consolidate Module 1 phonics learning
- Respond appropriately to statements and questions; follow a series of instructions/consecutive commands
- Write dictated words
- Listen and comprehend various texts

### Speaking/signing

- Participate in discussions and conversations on cross-cutting themes
- Express attitudes, feelings, opinions and interests (inc. intonation and non-verbal signals)
- Use appropriate register for social interactions, including conveying messages
- Explain processes or sequence events related to other learning areas
- Dramatise texts read

### Reading/brailleing

- Read aloud and take part in role play with expression
- Read a variety of texts for leisure, including silently and for an audience
- Read to retell a story
- Read for fluency and understanding

### Writing/brailleing

- Write legibly and neatly
- Write grammatically correct sentences in guided and free compositions
- Write answers to comprehension questions (with *wh*- question words)
- Use a range of simple and extended punctuation

### Comprehension

- Answer comprehension questions and infer meaning from the context
- Express different reading skills, including reading for gist, details, skimming and scanning
- Summarise a given text

## End Progress Assessment (EPA)

There is one assessment of learning for literacy/Learning English. More information will be shared later in the module.

## NUMERACY

In Module 2c, the SAGE sessions cover the following assessment objectives. You may be familiar with these, as they align to the junior syllabus.

As numeracy provides a foundation for mathematical skills to be used in everyday life, this module is developing and extending number sense in the context of financial literacy. That is, skills to enable the girls to apply their knowledge in the context of setting up or running a business.

### Number

- Numbers to 100 000
- Place value of digits (0,01 to 100 000)
- Number patterns and sequences
- Comparison and approximation (10, 100, 1000 and 10 000)
- Estimation (0 to 100 000)
- Decimal numbers (up to two places)
- The connections between fractions, decimals and percentages

### Operations

- Addition and subtraction of numbers (up to 100 000)
- Multiplication and division by 10, 100
- Multiplication of two two-digit numbers
- Division of three-digit numbers by a single digit
- Multiplication and division of decimal numbers by 10, 100
- Finding a percentage (10%, 25%, 50%)

### Measures

- Time (am, pm, quarter hours, minutes, 24-hour clock, analogue and digital)
- Conversion of time and time units
- Using money in context (up to \$10 000)
- Profit and loss
- Market research

## End Progress Assessment (EPA)

There is one assessment of learning for numeracy. More information will be shared later in the module.

# Unit 1: Let's travel together

The girls in the stories have been out of the SAGE programme for six months. Each of the stories shares news about the girls, what they are doing and how they have been able to stay in touch with each other. There are lots of numeracy activities in this unit – that will make some girls very happy!

## Learning objectives

### Literacy/Learning English

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To read and understand a story in English and write answers to questions about it
- To develop knowledge of the relationships between letters and sounds
- To develop skills in reading and writing single words
- To develop vocabularies in English
- To develop skills in reading and understanding travel information and timetables
- To develop skills in speaking and listening to English
- To develop vocabularies in English

### Numeracy

- To count in 5s forwards and backwards from different numbers
- To work out departure and arrival times
- To write the time using analogue and digital times
- To practise times tables facts
- To use am and pm
- To understand 24-hour clock times

| Subject and activity number | Activity                          | Time (mins) |
|-----------------------------|-----------------------------------|-------------|
| <b>Session 1</b>            |                                   |             |
| Literacy 1.1                | The unit story                    | 45          |
| Learning English 1.1        | Same sound, different letters     | 20          |
| Numeracy 1.1                | Counting in hours and minutes     | 20          |
| Numeracy 1.2                | Going digital!                    | 40          |
| <b>Session 2</b>            |                                   |             |
| Literacy 1.2                | Working with a short factual text | 25          |
| Learning English 1.2        | Drama                             | 20          |
| Numeracy 1.3                | Bingo                             | 20          |
| Numeracy 1.4                | 24-hour clock                     | 40          |



## Unit 1: Session 1

### Literacy activity 1.1: The unit story

45 minutes

#### Plan

*Write the learning objectives and key vocabulary on the board.*

#### Learning objectives

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To read and understand a story in English and write answers to questions about it

#### Key vocabulary

seed, interview, handicrafts, disabilities, Congratulations!

#### Do

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

The stories in Module 2c feature the regular characters from 2b, 2a and Module 1. No new regular characters are introduced.

The stories give reading comprehension practice for girls with higher literacy skills in both English and their home language. They also aim to help the girls understand a little more about different options for future work, and ways they could enter that type of work.

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 Unit 1 only.

#### Guided work

15 minutes

1. **Hand out the Learner's Self-Study Workbooks.** Invite the girls to describe what they can see in the main picture above the story text
2. **Talk about the picture.** Ask them the question(s) about the picture (part A, page 6).
3. Remember, the session stories have been designed for community educators to read aloud to the group. Do not ask the girls to read aloud unless they are very confident in reading in English.
4. **Read the summary of the story in the girls' home language(s).** Encourage the girls to follow in the text with their fingers as you read. **NOTE:** *If the girls speak a language other than Shona, Ndebele or Kalanga, translate the story for them.*
5. **After you have read the story.** Ask the girls in their home language to tell you what they have now learned about the characters, what they are doing and why.
6. **Read the full version of the story aloud in English.** Encourage the girls to follow the text as you read with their fingers if they can. Repeat this, so girls have a second chance to understand.

7. **What happens in the story.** Invite the girls to say things about the story in English. For example, *Vimbai wants to buy some seeds.*
8. **Read the story again.** Again, the girls follow with their fingers if they can. Perhaps some girls who were confident enough to do this the first time will be more confident now.
9. Perhaps ask the whole group to read some sentences from the story all together, following your example.
10. Read through the questions in part C (page 8).

## Independent work

Up to 30 minutes with the extension activities

1. **Working in pairs.** The girls work in pairs to answer the questions in part C. They can write the answers in their home language or English.
2. **Support girls.** Work with girls who find writing difficult and ask them to tell you the answers in their home language or English.
3. Invite volunteers to share their answers with the group.

## Extension activities

**Part D:** For girls who find reading and writing easy, ask them to work in pairs. The girls find the answers for the word meaning exercise.

**Part E:** If time allows, girls follow the drama instructions. Encourage them to do the activity in English, but allow them to use their home language if necessary. Or perhaps they could do it first in their home language and then in English. If there is no time to do this in the session, perhaps the girls could do it among themselves between now and the next session.

**Part F:** If they wish, girls can do the writing activity that follows on from the drama. Perhaps they could do this at home. They can write on the writing pages at the back of the workbook.

## 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.

**Answers for Unit 1: C:** 1 Vimbai and Thandiwe finished their SAGE sessions, 2 She wants to buy seeds for interesting fruit and vegetables, 3 She couldn't find the seeds she wanted in her local shop, 4 She has an interview at a handicrafts centre, 5 To find out the bus times, 6 The driver gave them a piece of paper with the times. **D:** 1 seeds, 2 handicrafts, 3 disabilities, 4 interview

## Reflect



For this module, I want to put more emphasis on reading, writing and speaking in English. But I'll still allow the girls to do this in their home language if they are really struggling with English.

## Learning English activity 1.1: Same sound, different letters

20 minutes

### Plan

*Write the learning objectives on the board.*

### Learning objectives

- To develop knowledge of the relationships between letters and sounds
- To develop skills in reading and writing single words
- To develop vocabularies in English

### Do

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

### Guided work

10 minutes

1. The girls open their workbooks at part G (page 9). Ask them to say the sound of all the letters together. (It is the same sound for all the letters in blue 'ay' as in 'say'.)
2. Working in pairs, the girls try to match the letters in blue with the spaces to make common words. They must use each only once. Invite them to give the answers.

**Answers for Unit 1:** G: they, say, waiting, weigh, station, made

### Independent work

10 minutes

1. Working in pairs again, they think of a sentence that uses each word. For example:  
*What did you say? I weigh 50 kilos.*
2. Invite volunteers to say some of their sentences.

### Assess

Before the session, choose six girls to focus on. Record which of the ways to spell the sound were new to the girls, and which they already knew. Record this information in your **Progress Book**.

### Reflect



Some of the ways to write this sound were familiar to the girls, but some were new. I think they were surprised to see how many spellings there were for the same sound!

## Numeracy activity 1.1: Counting in hours and minutes

20 minutes

### Plan

*Write the learning objective and key vocabulary on the board.*

### Learning objective

- To count in 5s forwards and backwards from different numbers

### Key vocabulary

minutes, hours,  $\frac{1}{4}$  hour,  $\frac{1}{2}$  hour,  $\frac{3}{4}$  hour

### You will need:

- ✓ a large clock.

### Do

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

### Guided work

10 minutes

1. Tell the girls that together you are going to count in 5 minutes to 1 hour. Say they should stand up every quarter of an hour and say the time a different way. It will look like this:

5, 10, 15      Stand up and say  $\frac{1}{4}$  of an hour

20, 25, 30      Stand up and say  $\frac{1}{2}$  hour

35, 40, 45      Stand up and say  $\frac{3}{4}$  hour

50, 55, 60      Stand up and say 1 hour

The girls follow the counting with their finger on the clock on Activity 1 (page 11).

2. Repeat the activity, but this time counting back in 5s from 1 hour to 0 minutes.
3. Tell the girls that this time you are going to count in 5s starting from 2 and ending at 27.

2, 7, 12, 17, 22, 27

Ask: *What patterns do you notice?*

4. Tell the girls that this time you are going to count in 5s starting from 4 and ending at 34.

4, 9, 14, 19, 24, 29, 34

Ask: *What patterns do you notice?*

## Independent work

10 minutes

Ask the girls to complete Activity 1 (page 11) by filling in the missing numbers in each of the number chains.

## Assess

Ask the girls to compare answers with another girl. When they have different answers, see if the girls can explain to the each other who has the correct answers.

## Reflect

The girls are good at counting in 5s from 0, but they found it more difficult to count in 5s from other starting numbers. I have made a note in my Progress Book to practise counting from different starting numbers.



## Numeracy activity 1.2: Going digital!

40 minutes

### Plan

*Write the learning objectives and key vocabulary on the board.*

### Learning objectives

- To work out departure and arrival times
- To write the time using analogue and digital times

### Key vocabulary

minutes, hours

### You will need:

- ✓ a large clock
- ✓ Each girl needs the clock in the Learner's Workbook (p.11)

### Do

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

## Guided work

25 minutes

In this activity, you will start by modelling the answers for the girls. Then the girls will work together to say and then write the answers.

1. Using your clock, make 3 o'clock and show the girls.

Ask the girls: *What time is it? Write this down two ways.* (3 o'clock and 3:00)

Say: *Imagine a bus journey starts at 3 o'clock and takes 15 minutes. What time will it arrive?*

Ask for a girl volunteer to share her answers.

Write the time down in two different ways – 'Quarter past 3' and 3:15.

Tell the girls that these two different ways are called **analogue** and **digital**.

2. Make 'two minutes past 3' on your clock.

Ask the girls: *What time is it? Write this time down in two ways.* (2 minutes past 3 and 3:02)

Say: *Imagine, a bus journey starts at 3:02 and takes 15 minutes. What time will it arrive?*

In pairs, ask the girls to tell each other the answer in two different ways. (17 minutes past 3 and 3:17).

3. This question is more difficult, because girls have to understand that digital time is always minutes past the hour, whereas analogue time can be both past the hour **and** to the hour. Make sure girls understand this before moving onto Question 4.

Repeat the steps from the previous questions using 'quarter to 5'.

Say: *A bus journey starts at 4:45 and takes 15 minutes. What time will it arrive?*

Work in pairs to write the time in the two different ways on their chalkboard.

Ask girls to share their answers.

4. Repeat the steps using '20 minutes past 7' on your clock.

Say: *A bus journey starts at 20 minutes past 7 and takes 25 minutes. What time will it arrive? Work in pairs to find out the answer and write it on your chalkboard in two different ways.* (Quarter to 8 and 7:45)

Ask the girls to share their answers. Discuss any misconceptions. For example, some girls may have found it harder to write the time in analogue (Quarter to 8). If this is case, spend time discussing how to count on 25 minutes using the large clock.



## Module 2c

5. Now girls can practise this new learning, using 'ten minutes to 3'.  
Repeat the previous steps.

*Say: A bus journey starts at 2:50 and takes 25 minutes. What time will it arrive?  
Work in pairs to find out the answer and write it on your chalkboard in two different ways.*

Check girls understanding. Identify any girls you will need to support during independent work.

### Independent work

15 minutes

1. Ask the girls to turn Activity 2 (page 12).
2. Explain that they have to fill in the missing times in each of the tables. Encourage them to use the clock in the workbook to help them to count forwards and backwards in 5s. The girls can work in pairs and support each other.

### Assess

**All** the girls can complete the first table. As the girls are working, ask them to tell you the time using both ways. Make a note in your **Progress Book**.

**Some** of the girls can complete the second table. Focus on 12:50 and 6:40. Can any of the girls tell you the time both ways? Make a note in your Progress Book.

**Some** (fewer) girls will be able to count backwards in 5 minutes. Make a note in your Progress Book.

### Reflect



I used my phone to show the girls the times. We watched the time change from 11:05 to 11:06. I also showed the girls that we use a colon, not a comma between times.

## Unit 1: Session 2

### Literacy activity 1.2: Working with a short factual text

25 minutes

#### Plan

Write the learning objective on the board.

#### Learning objective

- To develop skills in reading and understanding travel information and timetables

#### Do

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

#### Guided work

15 minutes

1. Ask the girls to look again at the unit story on page 6 in their workbooks. Ask them to summarise the story in one or two sentences. For example: *Vimbai and Thandiwe plan to take a bus to the town. Vimbai wants to buy some seeds and Thandiwe has a job interview.* Ideally, the pairs will compose the sentence(s) in English, and then write it down. (They can do this at the back of their workbooks.) If they cannot do this, then they can just remember the sentence, and/or use their home language.
2. Invite some pairs to share their summaries with the group.
3. Turn to part H (page 10). Read through the text while the girls follow on the page. Check they know the meanings of *air conditioning*, *charging port*, *laptop*, *purchased*, *in advance*. You could do this by asking them to guess the meaning from the context of travelling in a long-distance bus. Teach the meanings of any unfamiliar words with an explanation, demonstration or translation.

#### Independent work

10 minutes

Working in pairs, the girls ask and answer questions about the text. For example, *Is there a TV on the bus? What time does the night bus leave Harare?* Go around the room and help anybody who is struggling to think up questions. This format is repeated in future units, so girls will have more chances to get better at doing this. Perhaps write the starts of some questions on the board: *What does...? Do the buses have...? Where can you buy...? What time does...?*

#### Assess

Try to remember girls' levels of literacy before the break. If any girls seem to be struggling more than they were, then they may have 'gone backwards' during the break, and may need help to catch up again. Record this in your **Progress Book**.

## Reflect



The English in this text seemed a bit more difficult than the English we read in the last module. But it was worth making the effort to understand it. We need to be able to read this kind of English in real life!

## Learning English activity 1.2: Drama

20 minutes

### Plan

*Write the learning objectives on the board.*

### Learning objectives

- To develop skills in speaking and listening to English
- To develop vocabularies in English

### Do

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

### *Guided work*

5 minutes

Turn to part I (page 10). Read through the instructions with the group. Invite suggestions for things that the characters could say.

### *Independent work*

15 minutes

1. In pairs, the girls plan and act a conversation, following the instructions. Visit the pairs while they do this, and offer help and encouragement to anybody who needs it.
2. If time allows, invite one of the most successful pairs to perform their conversation for the group.
3. For ideas about using drama activities, please refer to page 3 in the **Module 2a Session Guides**.

## Assess

Notice who seems able to speak English with confidence, and who finds it more difficult. This will help you to know each girl's current level of skill. You can also compare their current level of skill with the results of the **Module 2a Literacy/Learning English Progress Assessment** (see page 148 in Module 2a). Record this information in your **Progress Book**. This is helpful for avoiding speaking to girls in a way that is too difficult for them to understand.

## Reflect



I felt the girls really understood why it's useful to practise this type of conversation. It's the sort of thing they will need to do in their adult lives.

## Numeracy activity 1.3: Bingo

20 minutes

### Plan

*Write the learning objective and key vocabulary on the board.*

### Learning objective

- To practise times tables facts

### Key vocabulary

times, multiply

### You will need:

- ✓ a set of 1–10 digit cards
- ✓ a hat.

### Do

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

# Module 2c

## Guided work

### Bingo

20 minutes

1. Tell the girls that they are going to play a game of Bingo today.
2. Ask the girls to draw the grid below in their books.

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |

3. Tell them that you are going to pick two numbers between 1 and 10 out of your hat. The girls will then multiply the two numbers together. If they have the answer, they will cross it off.
4. Say: *You are going to choose 10 numbers to put in your table. Think about which numbers to choose. Is it a good idea to put 12? (Yes, because  $3 \times 4 = 12$  and  $2 \times 6 = 12$ ). Is it a good idea to choose 17? (No, because the only way you can make 17 is  $1 \times 17$ ).*
5. Pull two numbers out of your hat. Ask the girls to multiply the two numbers and cross the answer off if they have it.
6. Repeat until one of the girls calls 'Bingo!'

## Assess

Watch and listen as the girls work out the answers. Are there any tables that the girls find difficult? Make a note in your **Progress Book** to practise counting in that table in another session.

## Reflect



The girls remembered how to play bingo and they enjoyed the game. I found out that lots of the girls found the 7 times table difficult. We practised counting forwards and backwards in sevens in the last few minutes of the lesson.

# Module 2c

## Numeracy activity 1.4: 24-hour clock

40 minutes

### Plan

*Write the learning objectives and key vocabulary on the board.*

### Learning objectives

- To use am and pm
- To understand 24-hour clock times

### Key vocabulary

quarter past, quarter to, am, pm

### You will need:

- ✓ to write these two lists of times on the board before the session begins and hide them from the girls.

|        |                                 |
|--------|---------------------------------|
| 15:00  | half past four in the afternoon |
| 16:30  | quarter past 7                  |
| 05:45  | quarter past 7                  |
| 06:45  | quarter past 12                 |
| 10:03  | quarter to 6                    |
| 12: 15 | quarter to 7                    |
| 19: 15 | 3 pm                            |
| 04:30  | three minutes past 10           |
| 7:15   | four-thirty in the morning      |

### Do

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

### Guided work

20 minutes

1. Ask the girls to turn to Activity 3 (page 13) in the workbook and read the WhatsApp message aloud:

*Hello Bridget. I am looking forward to seeing you tomorrow. My bus arrives at 8.30.*

Ask the girls: *Do you think Bridget's friend is going to arrive at 8:30 in the morning or 8:30 in the evening?*



- Remind them that they learned about am and pm in Module 2a.

All the hours before midday (from 12 midnight) are written with 'am'. And all hours after midday (until midnight) are written with 'pm'. So, instead of saying, 'We brush our teeth at 7 in the morning' we can say 'We brush our teeth at 7 am'. Or, instead of saying, 'We go to bed at 8.30 in the evening', we can say 'We go to bed at 8.30 pm'.

- Remind the girls that one way of telling Bridget whether her friend will arrive at 8:30 in the morning or 8:30 in the evening is to put am or pm after the time.
- Tell them that another way to write times is to use the 24-hour clock. Explain that in the 24-hour clock, times after midday are shown by numbers after 12 as if we were going round the clock a second time.

So 13:00 is 1 pm

14:00 is 2 pm

15:00 is 3 pm

- Now look at the timetables in Activity 4. Say: *Put a circle around all the times that are in the afternoon/evening.*
- Ask: *What do you notice? Give the girls time to discuss the timetables.* Each pair of girls should prepare a sentence, for example:

*There are three journeys each day.*

*There is one journey in the morning, one in the afternoon and one at night.*

*The night service does not run on a Sunday*

- Draw a blank number line on your chalkboard.

Put 6:30 at the left-hand end of the number line. Ask one of the girls to show the rest of the journey that starts at that time- they should come forward and draw on the chalkboard. It might look like this:



- Ask:

- How long is the journey to Kwekwe?*
- How long is the break?*
- How long is the journey from Kwekwe to Bulawayo?*
- What is the total time travelling?*

- Work with the girls to fill in row one of the table called 'How long does it take to get to Bulawayo?'

## Independent work

20 minutes

1. The girls should complete the remaining rows in the two tables in Activity 4.
2. Encourage them to use number lines and clocks to help them.
3. Encourage them to talk to each other to work out journey times and check answers.

## Assess

5 minutes

Show the girls the two lists of times you prepared. Ask for volunteers to draw arrows to join times that are the same. Tell the girls they can pick any times from the list and see which ones they choose. Make notes in your **Progress Book** about what the girls know.

## Reflect



I hope that Vimbai and Thandiwe can read the bus timetable and get the bus to the town at the right time.

## Learner's Self-Study Workbook

5 minutes

1. 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 workbook pages for Unit 2. At the end of Unit 2, ask them to look at the pages for Unit 3, and so on.
2. Ask the girls to read the Unit 2 story and answer the questions about the text at home if they can. In the next session, it may be that the girls with higher levels of skill who have already answered the questions can help the others.
3. **Writing activity (part J, page 10):** Invite the girls to write versions of the conversations they created for part I. This can be a good opportunity for girls at higher levels to challenge themselves, but it may be difficult for other girls. Encourage those girls at least to attempt to do it, even if they do not write very much.

**Note:** Writing activities like this will form part of the Module 2c **End Progress Assessment**. Explain this to the girls now. It may help motivate them with doing the at-home writing activities.

## Reflect



As for previous modules, these writing activities are a regular feature in this module, and feature in the **End Progress Assessment**. I will check regularly to see who is doing them, and how well they are doing them. I will read the compositions, and give praise. I will help girls who have attempted to do it, but are having problems. Lastly, if there are any girls who are not doing the writing activities, then I will strongly encourage them to try at least.

# Unit 2: Elephants in the road!

Some SAGE girls live in towns and may not know that elephants live in Zimbabwe. Listen to the girls' stories and knowledge of local wildlife. This unit deals with very big numbers – can they imagine what 80 000 elephants must look and sound like?

## Learning objectives

### Literacy/Learning English

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To read and understand a story in English and write answers to questions about it
- To develop knowledge of the relationships between letters and sounds
- To develop skills in reading and writing single words
- To develop vocabularies in English
- To develop skills in reading and understanding questions and multiple answers
- To develop skills in speaking and listening to English
- To develop vocabularies in English

### Numeracy

- To count forwards and backwards in thousands and ten thousands
- To understand quantities represented by big numbers
- To understand the value of each digit in a five-digit number
- To compare two five-digit numbers
- To read, write and say five- and six-digit numbers
- To add five- or six-digit numbers

| Subject and activity number | Activity                          | Time (mins) |
|-----------------------------|-----------------------------------|-------------|
| <b>Session 1</b>            |                                   |             |
| Literacy 2.1                | The unit story                    | 45          |
| Learning English 2.1        | Same sound, different letters     | 20          |
| Numeracy 2.1                | Clap and stamp                    | 15          |
| Numeracy 2.2                | How many grains of rice?          | 40          |
| <b>Session 2</b>            |                                   |             |
| Literacy 2.2                | Working with a short factual text | 25          |
| Learning English 2.2        | Drama                             | 20          |
| Numeracy 2.3                | 'Greater than, less than' game    | 25          |
| Numeracy 2.4                | How many elephants in Africa?     | 40          |

## Unit 2: Session 1

### Literacy activity 2.1: The unit story

45 minutes

#### Plan

*Write the learning objectives and key vocabulary on the board.*

#### Learning objectives

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To read and understand a story in English and write answers to questions about it

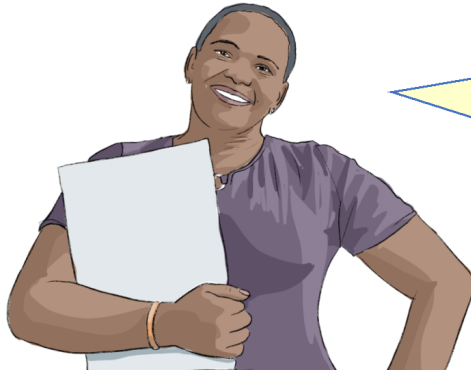
#### Key vocabulary

elephant, handicrafts, game reserve, quiz, horn, herd

#### Use the instructions as given for Unit 1.

**Answers for Unit 2: C:** 1 There were elephants in the road, 2 The bus was near a game reserve, 3 From reading a newspaper, 4 How many elephants are there in Zimbabwe? 5 about 80 000. **D:** 1 quiz, 2 game reserve, 3 horn, 4 herd

#### Reflect



For Unit 1, there wasn't time to do the part E drama activity, but this time I used it. The girls enjoyed acting it. Because it's quite a simple situation, everybody was able to do it in English. It was nice to see girls who have been struggling with English using it with more confidence.

### Learning English activity 2.1: Same sound, different letters

20 minutes

#### Plan

*Write the learning objectives on the board.*

#### Learning objectives

- To develop knowledge of the relationships between letters and sounds
- To develop skills in reading and writing single words
- To develop vocabularies in English

The girls turn to part G (page 17). **Use the instructions as given for Unit 1.**

**Answers for Unit 2: G:** were, skirt, burn, early, person

## Assess

**As for Unit 1.**

## Reflect

The first time we did this activity, most of us made serious sentences. This time some of us made funny sentences! That was lots of fun!



## Numeracy activity 2.1: Clap and stamp

*15 minutes*

### Plan

*Write the learning objective and key vocabulary on the board.*

### Learning objective

- To count forwards and backwards in thousands and ten thousands

### Key vocabulary

thousand, ten thousand

### Do

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

### Guided work

*10 minutes*

1. Count all together forwards in thousands from 0 to 10 000 – clapping as you say each number.
2. Count all together backwards in thousands from 10 000 to 0 – stamping your feet as you say each number.



3. Say: *Count forwards in thousands in your head until I say stop. What number did you get to?*
4. Say: *Count backwards in thousands from 10 000 until I say stop. What number did you get to?*
5. Say: *We are going to count together forwards in thousands from 7000 to 13 000.*
6. Say: *We are going to count together backwards in thousands from 18 000 to 12 000.*
7. Say: *We are going to take it in turns to count in ten thousands – I will say a number then you say a number.*
8. Ask for a volunteer to lead counting in 10 000s in the same way you just did.
9. Say: *Count back in ten thousands from 90,000 to 50,000 – shout one number and whisper the next number.*

## **Independent work**

5 minutes

Ask the girls to turn to Activity 1 (page 20) in the workbook and fill in the missing numbers.

## **Assess**

Watch as the girls complete the three activities in the workbook. Make a note in your **Progress Book** of which girls could answer the one thousands and ten thousands questions.

Listen as the girls say the numbers out loud.

## **Reflect**



Counting in thousands is the same as counting in 1s, but you say one thousand, two thousand.

Counting in ten thousands is the same as counting in 10s, but you say ten thousand, twenty thousand.

It is harder when it is written down, because there are so many zeros.

## Numeracy activity 2.2: How many grains of rice?

40 minutes

### Plan

Write the learning objective and key vocabulary on the board.

### Learning objective

- To understand quantities represented by big numbers

### Key vocabulary

thousand, ten thousand

### You will need:

- ✓ If possible prepare jars or bottles containing the following amount of rice:
  - 10 grains
  - 50 grains
  - 100 grains
  - 25g (about 1400 grains)
  - 100g (about 5 500 grains)
  - 500g (about 27 500 grains)
  - 1kg (about 55 000 grains)
- ✓ Write the quantity on the bottom of the container, or keep it hidden in some other way.

### Do

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

### Guided work

20 minutes

1. Show the girls the container with 10 grains of rice and tell them the quantity.
2. Now show them the container with 50 grains.
3. Ask them to think, pair, share the number of grains they think are in the container.
4. Listen to some responses and ask why they decided on that quantity. Then reveal the answer.
5. Repeat steps 2–4 with the other containers.
6. Ask how many grains of rice they think there might be in a sack of rice.
7. Tell the girls they have been *estimating* amounts. Ask what other amounts can they think of? For example, numbers of children in a school, number of people waiting for a bus, tomatoes growing in a field, blades of grass in a field.

## Independent work

20 minutes

1. Ask the girls to turn to Activity 2 (page 20).
2. Ask the girls to think of answers in pairs.
3. After 10 minutes, ask them to share their answers with another pair. If one of the girls comes up with a really big amount, you might ask: *I wonder if that would be even more than five digits? What would the next column on the table be?*

## Assess

5 minutes

Gather the group together and discuss their answers.

Notice which girls seem to have a good concept of the size of different numbers. Make a note of any who struggle. Plan to revisit the concept with these girls when others are playing the game in Session 2.

## Reflect



It was quite hard to guess how many grains of rice were in the big containers. I think that might be because we don't often use such big numbers!

## Unit 2: Session 2

### Literacy activity 2.2: Working with a short factual text

25 minutes

#### Plan

Write the learning objective on the board.

#### Learning objective

- To develop skills in reading and understanding questions and multiple answers

#### Do

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

#### Guided work

15 minutes

1. Ask the girls to look again at the unit story in their workbooks. Ask them to summarise the story in one or two sentences. Ideally, the pairs will compose the sentence(s) in English, and then write it down. (They can do this at the back of their workbooks.) If they cannot do this, then they can just remember the sentence, and/or use their home language.
2. Invite some pairs to share their summaries with the group.
3. Turn to part H (page 18). Read through the text while the girls follow the text on the page, but nobody tries to answer any questions yet. You may need to check the girls know the meanings of *stripes* and some of the animal words (e.g. *buffalo*, *hyena*).

#### Independent work

10 minutes

Working in pairs, the girls choose their answers to the questions. Then bring the group together and invite them to give the answers.

**Answers for Unit 2 quiz:** H: 1 a) about 350, 2 c) up to 5.5 m, 3 b) about 20 000, 4 b) up to 300 kg, 5 a) 20–30, 6 f) the tiger (they live in India and some other counties in Asia)

#### Assess

As you visit the pairs, you will notice the girls' level of skill in writing sentences. This can help you to judge their overall level of literacy too.

#### Reflect

My girls are from an urban area, and do not have much experience of wild animals. I felt that this activity made them think about wildlife, and curious to learn more.



## Module 2c

### Learning English activity 2.2: Drama

20 minutes

#### Plan

*Write the learning objectives on the board.*

#### Learning objectives

- To develop skills in speaking and listening to English
- To develop vocabularies in English

#### Do

Ask the girls to turn to part I (page 19). **Repeat the instructions as given for Unit 1.**

#### Assess

Before the session, choose four girls to focus on. Observe these girls in the session and note down how confident they seemed in speaking English. Make a note of your observations in your **Progress Book**.

#### Reflect



I like elephants, but I played the part of somebody who doesn't like them. I remembered that sometimes they destroy crops, and sometimes if people make elephants angry, then they attack those people. It was interesting to act giving an opinion that was different to mine.

### Numeracy activity 2.3: 'Greater than, less than' game

25 minutes

#### Plan

*Write the learning objectives on the board.*

#### Learning objectives

- To understand the value of each digit in a five-digit number
- To compare two five-digit numbers

## Each girl will need:

- ✓ two sets of 0–9 cards
- ✓ to draw five boxes (each box needs to be big enough to fit a number card in).

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

## Do

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

### *Guided work*

*5 minutes*

1. Ask for two volunteers to demonstrate as you explain how to play the game.
2. Each girl should take turns to pick a card from their pile and decide which box to put it in.
3. When both girls have filled all their boxes, both girls read their number to each other.
4. The girls each write a sentence to compare their number and their partner's number using the notation  $<$ ,  $>$  or  $=$ . For example:  $25\ 893 > 14\ 398$ .
5. The girl whose number is greater gets a point.

### *Independent work*

*20 minutes*

1. Girls can play in pairs or in larger groups.
2. They play five games where the girl where the biggest number gets a point, then five games where the girl with the smallest number gets a point.
3. At the end of ten games, the girl with the most points is the winner.

## Assess

Make a note in your **Progress Book** of any girls who find large numbers hard to work with. Ask them to play the game using three boxes.

## Reflect

The girls like it when they play a game they have played before. I like it too, because once they know how to play, the girls can focus on the learning.



## Numeracy activity 2.4: How many elephants in Africa?

40 minutes

### Plan

*Write the learning objectives on the board.*

### Learning objectives

- To read, write and say five- and six-digit numbers
- To add five- or six-digit numbers

### You will need:

- ✓ place-value counters with 1000, 10 000 and 100 000 written on and a large place-value chart (to demonstrate).

### Do

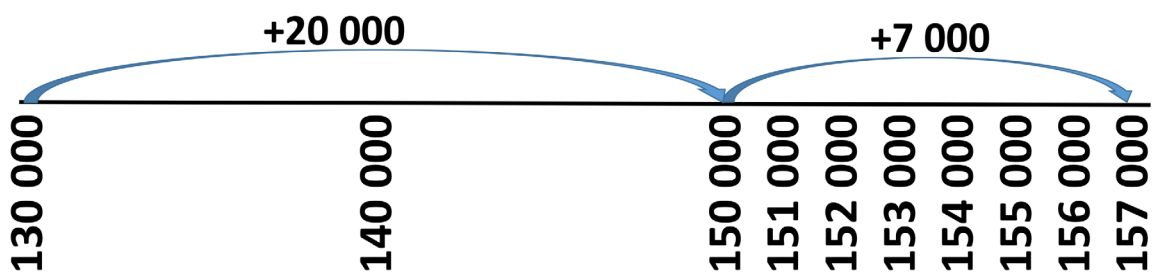
**Point to the learning objectives and tell the girls what they are learning in this activity.**

### Guided work

15 minutes

1. Ask the girls how many elephants Thandiwe said there are in Zimbabwe. (about 80 000) Say you have some more elephant facts for them.
2. Tell them that there are nearly 11 000 elephants in Mozambique, 27 000 in Zambia, 24 000 in South Africa and 130 000 in Botswana. (Write these numbers on the board or flipchart as you say them.)
3. Ask: *How many elephants are in Zambia? How many elephants are in Botswana? How many elephants are in ...* Girls should tell someone close to them the answers (to practise saying the numbers).
4. Ask: *How many elephants are there altogether in Botswana, South Africa and Zimbabwe?*
5. Model using a number line and also a place-value chart and counters to find the answer (see below for a reminder of how to set these out). **Note:** Remember to exchange ten 10 000 counters for one 100 000 counter when you add them together.

*Adding the elephants in Botswana and Zambia using a number line:*



*Adding the elephants in Botswana, Zambia and Zimbabwe using a place-value chart:*

| Say  | <p>130 000. That's one in the 'hundred thousands' column, three in the 'ten thousands' column and none in the other columns.</p> <p>27 000. That's two in the 'ten thousands' column, seven in the 'thousands' column and none in the other columns.</p> <p>80 000. That's eight in the 'ten thousands' column and none in the other columns.</p>   |                                       |               |           |          |      |      |          |                   |          |          |          |          |  |             |                                       |          |          |          |  |  |          |          |          |          |  |  |  |  |  |  |
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| Write  | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 16.6%;">Hundred Thousands</th> <th style="width: 16.6%;">Ten Thousands</th> <th style="width: 16.6%;">Thousands</th> <th style="width: 16.6%;">Hundreds</th> <th style="width: 16.6%;">Tens</th> <th style="width: 16.6%;">Ones</th> </tr> </thead> <tbody> <tr> <td><b>1</b></td> <td><b>3</b></td> <td><b>0</b></td> <td><b>0</b></td> <td><b>0</b></td> <td><b>0</b></td> </tr> <tr> <td></td> <td><b>2</b></td> <td><b>7</b></td> <td><b>0</b></td> <td><b>0</b></td> <td><b>0</b></td> </tr> <tr> <td></td> <td><b>8</b></td> <td><b>0</b></td> <td><b>0</b></td> <td><b>0</b></td> <td><b>0</b></td> </tr> <tr> <td colspan="6" style="border-top: 2px solid black; height: 20px;"></td> </tr> </tbody> </table> | Hundred Thousands                     | Ten Thousands | Thousands | Hundreds | Tens | Ones | <b>1</b> | <b>3</b>          | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> |  | <b>2</b>    | <b>7</b>                              | <b>0</b> | <b>0</b> | <b>0</b> |  | <b>8</b>   | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> |  |  |  |  |  |  |
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## Independent work

15 minutes

1. Turn to Activity 3 (page 21) in the workbook and read through the instructions together.
2. Girls can either choose two countries and add together the number of elephants in those countries, or they can find out how many elephants are in all the countries listed altogether.
3. They can use a number line or the column method, but should check their answer by using the other method.
4. Some girls may need extra support.



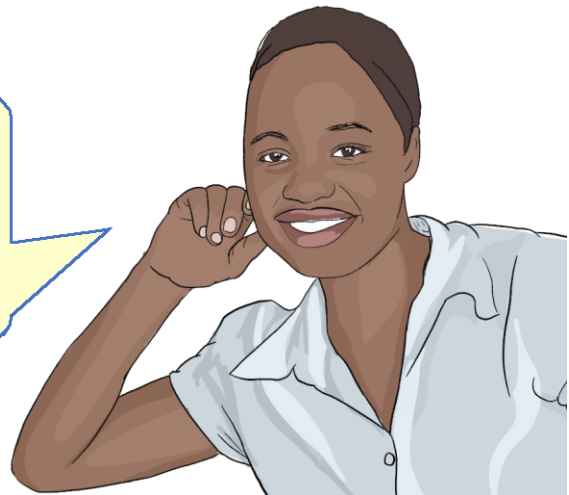
## Assess

10 minutes

1. As the girls are working, make a note of those who find these numbers challenging, and those who are confident. Notice which methods the girls choose to use.
2. Gather the group together. Choose some girls who have clearly understood to demonstrate how they found the answers.

## Reflect

I was really worried about working with big numbers, but now I can see that it's exactly the same as small numbers. You have to remember to put the digits in the right columns, though, or you get in a real muddle!



## Learner's Self-Study Workbook

5 minutes

Repeat the instructions as given for Unit 1.

# Unit 3: We're really busy at the moment!

This unit story returns to Chiedza's clothing cooperative. Girls who want to start their own businesses will be interested in the focus on advertising in this story. The drama activities encourage girls to talk and act out their ideas before they write them – this will help the girls plan their writing and supports their sentence construction.

## Learning objectives

### Literacy/Learning English

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To read and understand a story in English and write answers to questions about it
- To develop knowledge of the relationships between letters and sounds
- To develop skills in reading and writing single words
- To develop vocabularies in English
- To develop skills in reading, understanding and writing advertisements
- To develop skills in speaking and listening to English
- To develop vocabularies in English

### Numeracy

- To count in tens, hundreds, thousands and ten thousands from any big number
- To notice the pattern (which digit changes) when counting in steps of different sizes
- To use strategies to work out the cost of advertising
- To recognise numbers in the 5, 7 and 9 times tables
- To recognise patterns in the 2, 3, 4 and 6 times tables

| Subject and activity number | Activity                          | Time (mins) |
|-----------------------------|-----------------------------------|-------------|
| <b>Session 1</b>            |                                   |             |
| Literacy 3.1                | The unit story                    | 45          |
| Learning English 3.1        | Same sound, different letters     | 20          |
| Numeracy 3.1                | Which digit changes?              | 15          |
| Numeracy 3.2                | The cost of an advert             | 45          |
| <b>Session 2</b>            |                                   |             |
| Literacy 3.2                | Working with a short factual text | 25          |
| Learning English 3.2        | Drama                             | 20          |
| Numeracy 3.3                | First to 100                      | 20          |
| Numeracy 3.4                | Stand up, sit down                | 40          |

## Unit 3: Session 1

### Literacy activity 3.1: The unit story

45 minutes

#### Plan

*Write the learning objectives and key vocabulary on the board.*

#### Learning objectives

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To read and understand a story in English and write answers to questions about it

#### Key vocabulary

interview, workshop, sewing machine, advertising, newspaper, notice board, uniform

#### Use the instructions as given for Unit 1.

**Answers for Unit 2: C:** 1 Thandiwe was having her interview, 2 At Chiedza's workshop, 3 Because they didn't have very much work, 4 They advertised their business, 5 They got more work. **D:** 1 workshop, 2 sewing machine, 3 advertising, 4 order

#### Reflect



I made sure there was time to do both part E and part F in the session, because I wanted to see how confident the girls are with writing. There are some who are still struggling with writing, so I made sure each of those worked with somebody who is more confident with writing. Although they were working in pairs, I asked every girl to write the advertisement.

## Learning English activity 3.1: Same sound, different letters

20 minutes

### Plan

*Write the learning objectives on the board.*

### Learning objectives

- To develop knowledge of the relationships between letters and sounds
- To develop skills in reading and writing single words
- To develop vocabularies in English

The girls turn to part G (page 25). **Use the instructions as given for Unit 1.**

**Answers for Unit 3: G:** draw, forty, pour, all, door

### Assess

As for Unit 1.

## Numeracy activity 3.1: Which digit changes?

15 minutes

### Plan

*Write the learning objectives and key vocabulary on the board.*

### Learning objectives

- To count in tens, hundreds, thousands and ten thousands from any big number
- To notice the pattern (which digit changes) when counting in steps of different sizes

### Key vocabulary

hundred, thousand, ten thousand, hundred thousand

### You will need:

- ✓ to write the following sequences. Only show one line at a time.
  - 41 000, 51 000, 61 000, ... (CE note: counting in ten thousands, the ten thousands digit changes)
  - 143 000, 133 000, 123 000 ... (CE note: counting back in ten thousands)
  - 27 700, 27 800, 27 900, ... (CE note: counting in hundreds)
  - 58 300, 58 200, 58 100, ... (CE note: counting back in hundreds)
  - 236 030, 236 020, 236 010, ... (CE note: counting back in tens)
  - 184 003, 184 002, 184 001, ... (CE note: counting back in ones)

## Do

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

### Guided work

7 minutes

1. Show the girls the first sequence. Read the numbers so the girls understand how to say them.
2. Ask the girls to tell the person next to them which digit changes. (the ten thousands digit changes)
3. Ask what the sequence is counting in. (counting in ten thousands)
4. Now ask the girls to write the next two numbers in the sequence on their chalkboards and hold them up for you to see.

Repeat steps 1–4 for the other sequences of numbers you have written.

**Note:** if these numbers are too difficult for the girls in your group, use numbers in the range of 100 to 10 000, but make sure a different digit changes in each sequence and create some forwards and some backwards sequences.

### Independent work

5 minutes

Turn to Activity 1 (page 27) of the workbook and complete the sequences.

## Assess

3 minutes

Go through the answers together.

## Reflect



I was pleased how much the girls could remember from yesterday.

## Numeracy activity 3.2: The cost of an advert

45 minutes

### Plan

*Write the learning objective on the board.*

### Learning objective

- To use strategies to work out the cost of advertising

### Do

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

### Guided work

20 minutes

1. Chiedza found out the cost of putting an advert in the newspaper per word.
2. Turn to Activity 2 (page 27) in the workbook. Read and discuss the costs together.
3. Then ask the girls to estimate which advert (page 28) has the most words.
4. Ask them to estimate which advert has the fewest words.
5. Count the number of words in each advert and note next to each advert.
6. The first advert has 14 words. Ask: *How much will one advert cost?* Ask the girls to work in pairs to find the answer in cents.
7. Share different ways the girls have worked out the answer. Then ask them to write the answer in hub dollars.
8. Ask the girls to work in pairs to work out how much it will cost to place the advert for four weeks.

This is a two-step problem:

Step 1: Work out the cost for 1 week

Step 2: Work out the cost for 4 weeks

9. Share different ways that the girls have used to find the cost for four weeks. Look out for girls who have used a 'double, double' approach to multiply by four.

### Independent work

20 minutes

1. In pairs, the girls choose two adverts to work on from page xx in the workbook.
2. Say to the girls: Look at the number of words and choose one advert you think will be easy and one advert you think might be more difficult.
3. Tell the girls to work out the cost of putting the advert in the newspaper for 1 week.
4. Tell the girls to work out the cost of putting the advert in the newspaper for 4 weeks.
5. **Note: Some** (a few) girls can work out how much money they save by buying four adverts at once.

## Module 2c

### Assess

5 minutes

Ask the girls which adverts they chose and the reasons for their choice.

### Reflect



There are lots of things to think about when you set up a business. I think I would pay for one advert first, even though it costs more money. If I got more customers, I would advertise again every week for four weeks.

## Unit 3: Session 2

### Literacy activity 3.2: Working with a short factual text

25 minutes

#### Plan

*Write the learning objective on the board.*

#### Learning objective

- To develop skills in reading, understanding and writing advertisements

#### Do

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

#### Guided work

15 minutes

1. Ask the girls to look again at the unit story in their workbooks. Ask them to summarise the story in one or two sentences. Ideally, the pairs will compose the sentence(s) in English, and then write it down. (They can do this at the back of their workbooks.) If they cannot do this, then they can just remember the sentence, and/or use their home language.
2. Invite some pairs to share their summaries with the group.
3. Turn to part H (page 25). Read through the text while the girls follow the text on the page. Tell them to guess what business each advertisement describes, but not to say anything yet. Check girls know the meanings of *cloth*, *roll*, *experienced*, *reasonable*, *references*, *satisfied*, *stylist*, *event*, and teach any unfamiliar meanings.

#### Independent work

10 minutes

Working in pairs, the girls decide what type of business each advertisement describes. Then the pairs share their ideas as a group. (From top to bottom: seller of cloth, dressmaker, phone repair shop, childcare service, scrap metal dealer, hairdresser, caterer)

#### Assess

This text contains some higher-level vocabulary. Notice how much of it seems unfamiliar to the girls. Make a note of any words that were unfamiliar to most. You can use these for a vocabulary quiz in the next session: write a word in the board and say it. Invite girls to tell you what it means, with an example, demonstration or translation,



# Module 2c

## Reflect



There were quite a lot of words that I didn't know in the advertisements, and I'm still not sure about some of them. But that didn't really matter. I understood the general meaning.

I explained to the girls that you don't always need to understand every word when you are reading. Usually you can understand the important points even if there are a few unfamiliar words. And sometimes you can work out the meanings of those words from the situation.



## Learning English activity 3.2: Drama

20 minutes

### Plan

*Write the learning objectives on the board.*

### Learning objectives

- To develop skills in speaking and listening to English
- To develop vocabularies in English

### Do

Repeat the instructions as given for Unit 1.

### Assess

Did the girls know the usual ways to start and end telephone calls in English? If not, give them some extra practice on this.

### Reflect



I played the role of hairdresser who is encouraging a customer to come to me. It was interesting imagining myself as a hairdresser and thinking about how I would make customers want to come to me instead of another hairdresser.

## Numeracy activity 3.3: First to 100

20 minutes

### Plan

*Write the learning objective on the board.*

### Learning objectives

- To recognise numbers in the 5, 7 and 9 times tables

### Each pair will need:

- ✓ a set of 1–10 cards and a counter or stone

### Do

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

### **Guided work**

5 minutes

1. Ask the girls to turn to Activity 3 (page 28) in the workbook.
2. Explain the game to the girls using the instructions below
3. Both girls place their stone or counter on number 10 – this is the start. The winner is the first to get to 100.
4. The girls take it in turns to turn over a card. They need to decide whether to add or subtract their number.
  - If you land on a number in the 5 times table, double your number.
  - If you land on a number in the 9 times table, go back to the beginning.
  - If you land on a number in the 7 times table, add ten to your number.
5. Ask the girls these questions to help them understand the game
  - a) If you start on 10 turn and over 5, would you add or subtract 5? Why?  
(Add 5, because you get to 15, which is in the five times table. Double 15 is 30, so you end up on 30).
  - b) If you start on 10 and turn over 1, would you add or subtract 1? Why?  
(Add 1, because if subtract 1 you get 9, which means you go back to the beginning).
  - c) If you start on 10 and turn over 3, would you add or subtract 3? Why?  
(Subtract 3 because you get 7, Then you add 10. So, you move to 17).

## Independent work

15 minutes

1. Play the game in pairs.
2. If there is time the girls make up their own rules for a second version of the game.

## Assess

While the girls are playing, note down some examples where the girls made good or bad decisions about whether to add or subtract. When they have finished the game, discuss these examples with the group.

## Reflect



I asked the girls to try and play this game with somebody at home before they come back next week. Some of them enjoyed it so much I think they will.

## Numeracy activity 3.4: Stand up, sit down

40 minutes

### Plan

*Write the learning objective on the board.*

### Learning objective

- To recognise patterns in the 2, 3, 4 and 6 times tables

### Do

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

### Guided work

15 minutes

1. Give each girl a number between 2 and 6 (several girls may have the same number).
2. Tell the girls they are going to play a game called 'Stand up, sit down'. If you have a girl who finds standing difficult you can change the game, so that all girls are sitting down. Instead of standing up, girls raise their hands. Change the name of the game to 'Hand up, hand down'.

3. All the girls start sitting down and counting in ones altogether. When you say a number in the 2 times table, all the girls with number 2 stand up. When you say a number in the 3 times table, all the girls with number 3 stand up, and so on. When you move on to the next number they sit down.
4. Stop counting at 6. Ask: *Who is standing up? (2 and 3) Why are 2 and 3 standing up? (because 6 is in both the 2 and 3 times table) When is the next time 2 and 3 will stand up?*
5. Stop counting at 8. Ask: *Who is standing up? (2 and 4) Why? When is the next time 2 and 4 will stand up?*
6. Stop for other numbers such as 10 and 12.
7. Give the girls a new number and play the game again.

## Independent work

25 minutes

1. Ask the girls to turn to Activity 4 Number patterns (page 30).
2. Read the instructions to the girls and help them to write in the spaces. Some girls will tell an adult what they have noticed and the adult will write this down.
3. Some girls might complete the challenge 'Make 5 Numbers' at home (Activity 5, page 31).

## Assess

- Do the girls notice that numbers in the 5 times table are also in the 10 times table?
- Do the girls notice that numbers in the 3 times table are also in the 6 times table?
- Do the girls realise you can work out the 6 times table by doubling the 3 times table?

## Reflect



I liked playing the game, but I wish I was not number 2 – I had to stand up and sit down lots of times! If I was number 6, I could have a rest for 5 numbers.

## Learner's Self-Study Workbook

5 minutes

Repeat the instructions as given for Unit 1.

# Unit 4: A new girl in the playground

Girls start SAGE at different times. In this unit story, we hear how Precious and Rudo are new girls again when they return to learning at their local school. Talk with the girls about their own futures – how many are hoping to return to formal education? Talk about their feelings about starting something new.

## Learning objectives

### Literacy/Learning English

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To read and understand a story in English and write answers to questions about it
- To develop knowledge of the relationships between letters and sounds
- To develop skills in reading and writing single words
- To develop vocabularies in English
- To develop skills in reading and understanding a short factual text
- To develop skills in reading and writing
- To develop vocabularies in English

### Numeracy

- To count forwards and backwards in tenths and hundredths
- To order numbers with one and two decimal places
- To add three-digit and decimal numbers using the column method
- To round decimal numbers to the nearest whole number
- To round three-digit numbers to the nearest hundred
- To subtract three-digit and decimal numbers

| Subject and activity number | Activity                            | Time (mins) |
|-----------------------------|-------------------------------------|-------------|
| <b>Session 1</b>            |                                     |             |
| Literacy 4.1                | The unit story                      | 45          |
| Learning English 4.1        | Same sound, different letters       | 20          |
| Numeracy 4.1                | Making numbers to count             | 15          |
| Numeracy 4.2                | Football or netball?                | 45          |
| <b>Session 2</b>            |                                     |             |
| Literacy 4.2                | Working with a short factual text   | 30          |
| Learning English 4.2        | Words with <i>er</i> and <i>ier</i> | 20          |
| Numeracy 4.3                | Rounding up, rounding down          | 20          |
| Numeracy 4.4                | What's the difference?              | 40          |

## Unit 4: Session 1

### Literacy activity 4.1: The unit story

45 minutes

#### Plan

*Write the learning objectives and key vocabulary on the board.*

#### Learning objectives

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To read and understand a story in English and write answers to questions about it

#### Key vocabulary

playground, (school) subject, lonely, nervous, uniform

#### Use the instructions as given for Unit 1, except for part E:

**Part E (page 25):** Read through the discussion questions with the group. Ask the girls to discuss their ideas in pairs. Visit the pairs and give encouragement and some ideas to get started where necessary. Then ask the girls to discuss the questions as whole group. If possible, do this activity in English, but allow home language if necessary. Be sensitive to the fact that some girls may want to go back to school, but their families cannot afford it.

**Answers for Unit 4: C:** 1 Six months ago, 2 From their SAGE sessions, 3 It's her first day back at school, 4 Rudo will introduce Precious to her friends, 5 Her old school uniform, 6 She has grown too big for it. **D:** 1 playground, 2 on her own, 3 step, 4 size

#### Reflect



I decided to use the part E discussion activity. Some girls had a lot to say, and others were much quieter. I didn't force the quiet girls to speak. There are more discussion activities coming later in the module, and I'm hoping those quiet girls will gain confidence, and have more to say next time.

## Module 2c

### Learning English activity 4.1: Same sound, different letters

20 minutes

#### Plan

*Write the learning objectives on the board.*

#### Learning objectives

- To develop knowledge of the relationships between letters and sounds
- To develop skills in reading and writing single words
- To develop vocabularies in English

The girls turn to part G (page 35). **Use the instructions as given for Unit 1.**

**Answers for Unit 4: G:** some, much, month, go, lonely, grown

#### Assess

**As for Unit 1.**

### Numeracy activity 4.1: Making numbers to count

15 minutes

#### Plan

*Write the learning objectives and key vocabulary on the board.*

#### Learning objectives

- To count forwards and backwards in tenths and hundredths
- To order numbers with one and two decimal places

#### Key vocabulary

tenth, hundredth

#### You will need:

- ✓ to draw these diagrams on the board:



## Do

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

### Guided work

10 minutes

1. Point to the first diagram and ask the girls to tell you the labels for the columns.
2. Ask the girls to choose a digit to go in each of the boxes.
3. Count forwards in ones from that number. Then count forwards in tens from that number. Then count forwards in tenths from that number.
4. Point to the second diagram and ask the girls to tell you the labels for the columns.
5. Ask the girls to choose a digit to go in each of the boxes.
6. Count forwards in ones, tens, tenths and hundredths from that number.
7. Repeat the activity in small groups, with girls counting round their group.

### Independent work

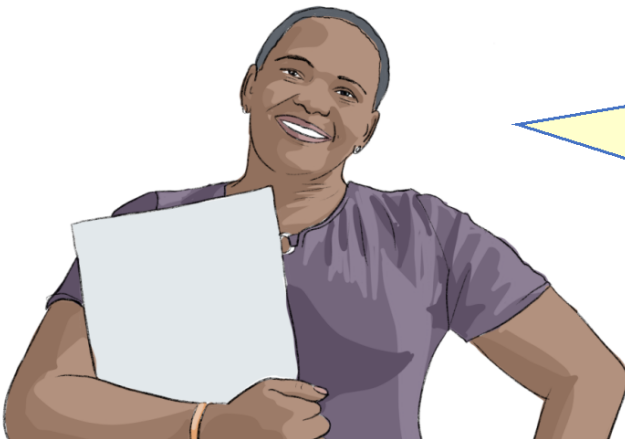
5 minutes

Ask the girls to turn to Activity 1 (page 37). They put the numbers in order on the ladder from smallest to largest.

## Assess

All the girls can have a go at ladder 1. Use what you know about the girls to decide who will try ladders 2, 3 and 4.

## Reflect



I noticed one of the girls had made some mistakes with ladder 3. I asked: *Why do you think 1,03 is bigger than 17?* She said 'because it has more digits'. I asked another girl: *Do you agree?* and she explained really clearly using a number line.



## Numeracy activity 4.2: Football or netball?

45 minutes

### Plan

Write the learning objective and key vocabulary on the board.

### Learning objective

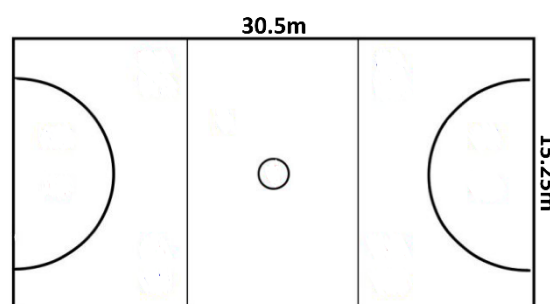
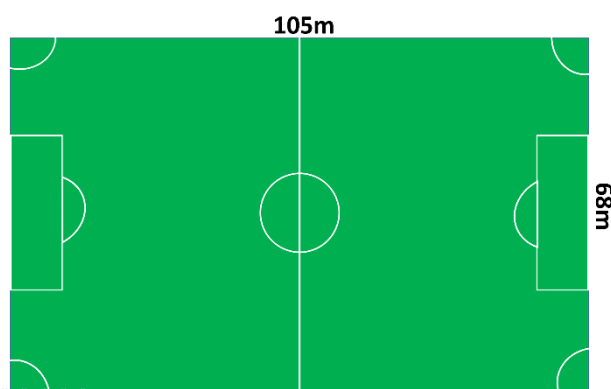
- To add three-digit and decimal numbers using the column method

### Key vocabulary

perimeter, rectangle

### You will need:

- ✓ a place-value chart and place-value counters for demonstrating (hundreds, tens, ones and tenths)
- ✓ to draw a football pitch and a netball court on the board or flipchart and label them. (They do not need to be to scale.)



### Do

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

### Guided work

15 minutes

1. Ask the girls to work in pairs to think of one thing that is the same and one thing that is different about the two game grounds. Girls can turn to Activity 2 (page 38) for a closer look at the two pitches.
2. They might say one is called a court, the other is called a pitch; or one is divided into two parts, the other is divided into three parts; or one is much bigger than the other. Both are rectangles, both have a circle in the middle. There is no wrong answer.
3. Tell them you have been wondering how much space would be needed for both games.
4. Say that if the grounds were end to end, you would have to add 105 and 30,5 to find the total length.

5. Set up the calculation like this.

|   | Hundreds | Tens     | Ones         | tenths                 | hundredths |
|---|----------|----------|--------------|------------------------|------------|
| + | 100      |          | 1 1 1<br>1 1 |                        |            |
|   |          | 10 10 10 |              | 0.1 0.1 0.1<br>0.1 0.1 |            |
|   |          |          |              |                        |            |

**Do**

1. Write

|   | Hundreds | Tens | Ones | tenths | hundredths |
|---|----------|------|------|--------|------------|
|   | 1        | 0    | 5    |        |            |
| + |          | 3    | 0    | 5      |            |
|   |          |      |      |        |            |

**Say**

One hundred and five metres.  
 How many hundreds? (one) How many tens? (none) How many ones? (five). How many tenths? (none) How many hundredths? (none) Repeat with 30,5.

When I write one hundred and five, I put a zero as a placeholder in the tens column to say there are no tens. I do not need to put a zero in the tenths column as there are no digits in any other decimal column.

When I write thirty point and five tenths, I put a zero in the ones column to say there are no ones.

6. Ask the girls to tell you what to do with the counters and what numbers to write.
7. Ask the girls to estimate the answer by rounding to the nearest metre, then complete the calculation.
8. Now ask them to help you think of other facts they could find out about the grounds by adding. Here are some ideas – the girls may think of others!
  - How far is it to walk around the edge of the football ground? How far is it to walk around the edge of the netball court? (You can remind the girls that this is called the perimeter.)
  - How far it is to walk around both the grounds?
  - How much space would the two grounds take up if they were side by side? (You can remind the girls this is called *area*).

### Independent work

20 minutes

1. Girls, in pairs, choose a question to answer.
2. Before they do the calculation, they should estimate the answer. Remind them that 0.25 is the same as  $\frac{1}{4}$ , 0.5 is the same as  $\frac{1}{2}$ , this might help them with some of the estimations.
3. When they have answered one question, they should choose another one.

## Assess

10 minutes

1. Make a note of the questions that different pairs are working on, and which girls seem to have a good understanding. Also make a note of those who struggle to write digits in the right column, or to exchange correctly.
2. Gather the girls together for the last ten minutes. Ask some of the girls you noticed were confident to show how they got their answers. Ask others if they had the same answer, and if they had a different way to find the answer.
3. Ask if it was easier to find the perimeter of the football pitch or of the netball court. Why?

## Reflect



I was surprised that none of the girls chose to use counters. I think they used them so much in the last module that they could just imagine they were on the page! It was helpful to use them to demonstrate though, as a reminder.

## Unit 4: Session 2

### Literacy activity 4.2: Working with a short factual text

30 minutes

#### Plan

Write the learning objective on the board.

#### Learning objective

- To develop skills in reading and understanding a short factual text

#### Do

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

#### Guided work

15 minutes

1. Ask the girls to look again at the unit story in their workbooks. Ask them to summarise the story in one or two sentences. Ideally, the pairs will compose the sentence(s) in English, and then write it down. (They can do this at the back of their workbooks.) If they cannot do this, then they can just remember the sentence, and/or use their home language.
2. Invite some pairs to share their summaries with the group.
3. Turn to part H (page 36). Read through the text while the girls follow the text on the page. Check the girls know the meanings of *popular*, *international*, *exercise (verb)*, and teach any unfamiliar meanings.

#### Independent work

15 minutes

Working in pairs, the girls ask and answer the discussion questions. Then invite them to share their ideas as a whole group.

#### Assess

Is sport a topic that interests the girls? If so, are there opportunities to do sports locally that you could bring to their attention?

#### Reflect

Lots of us in the group are interested in sport. It was interesting to hear other girls' ideas about sport.



## Learning English activity 4.2: Words with *er* and *ier*

20 minutes

### Plan

Write the learning objectives on the board.

### Learning objectives

- To develop skills in reading and writing
- To develop vocabularies in English

### Do

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

### Guided work

10 minutes

The girls open their workbooks at part I (page 37). Ask them to find a word ending in **-er** and **-ier** in the story and text, but not to say the words yet. Then ask them to share what they have found. (Story: *easier, later, bigger, happier*, Text: *smaller*.)

### Independent work

10 minutes

1. Working in pairs, the girls think of more words and make sentences as directed in the workbook. Visit the pairs and give help to anybody who needs it. When they have finished, invite some pairs to share their words and sentences.
2. If time allows, repeat the process with words ending in **-est** and **-iest**.

NOTE: The endings **-er** and **-ier** are added to adjectives ('describing words') when they compare two things. These words are called comparative adjectives. The endings **-est** and **-iest** are added to adjectives when they compare more than two things. They are called superlative adjectives.

### Assess

Notice the extent to which the girls are familiar with the rules of spelling for comparative adjectives. Do you notice several girls making the same mistakes, such as missing the second *g* and *t* in words like *bigger* and *hotter*? Do they forget to replace the *y* with *i* in words like *happier* and *funnier*? If so, give them some extra practice on this.

### Reflect



I'm not very good at writing stories. For the story about sport, the educator asked me to think of a story, draw some pictures and write some words to go with the pictures. I can do that, and I will enjoy it!

# Module 2c

## Numeracy activity 4.3: Rounding up, rounding down

20 minutes

### Plan

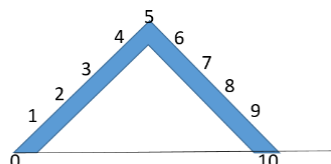
*Write the learning objectives on the board.*

### Learning objectives

- To round decimal numbers to the nearest whole number
- To round three-digit numbers to the nearest hundred

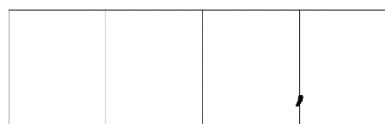
### You will need:

- ✓ to draw this diagram on the board:



### Each girl will need:

- ✓ two sets of number cards (0–9) each
- ✓ to draw four squares, with a comma between the third and fourth square.



### Do

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

### Guided work

5 minutes

1. Remind the girls that numbers less than five round down, numbers five or more round up. (In Module 1c they imagined a ball being put on the number 'bridge'– the ball rolls down from 4, 3, 2 or 1, up from 6, 7, 8 and 9. They just have to remember that 5 rounds up.) Ask them to tell you how to round to the nearest hundred (the tens digit will tell you whether to round up or down).
2. Ask a volunteer to help you show how to play the game. Play once, rounding to the nearest whole number, then once rounding to the nearest 100.
3. Each player turns over four cards and places them in the boxes in the order they have turned them over.
4. If a player rounds up, they get two points; if they round down, they get one point.

### Independent work

15 minutes

1. The girls play the same, but this time in pairs.
2. In the first five games, they round to the nearest whole number (this means the tenths column tells them whether to round up or down).
3. In the second five games, they round to the nearest 100 (this means the tens column will tell them whether to round up or down).
4. Each girl should write down her numbers when it is her turn.

## Assess

Walk around the room, watching the girls as they play. Check the numbers they have written to make sure they are rounding correctly. Make a note of any girls you may need to support further.

## Reflect



It was quite hard remembering which digit to look at when I was rounding to the nearest hundred. Once I realised that you have to look at the column to the right of the one you want to round to, it was easier.

## Numeracy activity 4.4: What's the difference?

40 minutes

### Plan

*Write the learning objective and key vocabulary on the board.*

### Learning objective

- To subtract three-digit and decimal numbers

### Key vocabulary

difference; exchange

### You will need:

- ✓ a set of place-value counters and a place-value chart for demonstration.

### Do

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

### Guided work

15 minutes

1. Ask the girls to turn to Activity 3 (page 38) of their workbooks.
2. Read the problems together.

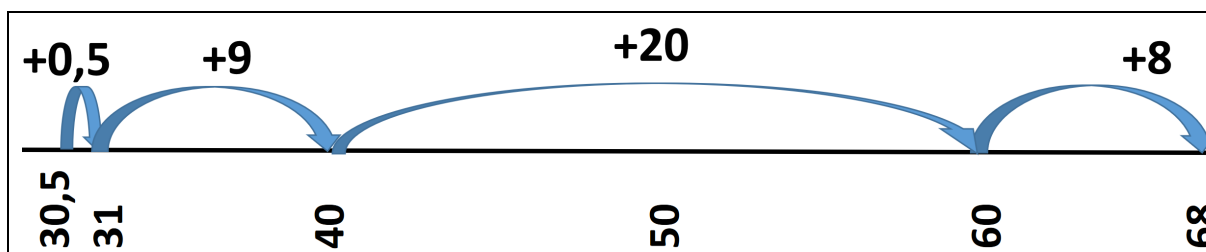
Zodwa (who plays football) and Rose (who plays netball) were talking about their games.





| Do   |          | Say          |        |            |            |  |   |              |    |  |   |   |   |   |  |  |   |   |   |  |  |  |
|--|----------|--------------|--------|------------|------------|--|---|--------------|----|--|---|---|---|---|--|--|---|---|---|--|--|--|
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Hundreds</th> <th style="width: 15%;">Tens</th> <th style="width: 15%;">Ones</th> <th style="width: 15%;">tenths</th> <th style="width: 15%;">hundredths</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td></td> </tr> <tr> <td style="text-align: center;">-</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>  | Hundreds | Tens         | Ones   | tenths     | hundredths |  |   |              |    |  | - |   |   |   |  |  |   |   |   |  |  | <p>There are no tenths in the tenths column. I put a zero in the tenths column to remind me. I exchange one one for ten tenths. I change 0 to 10 in the tenths column. I change 8 to 7 in the ones column. I subtract five tenths and write 5 in the answer box. I do not have any ones to subtract, so I write 7 in the answer box. I can subtract three tens from six tens. I write 3 in the answer box. The answer is 37,5.</p> |
| Hundreds   | Tens     | Ones         | tenths | hundredths |            |  |   |              |    |  |   |   |   |   |  |  |   |   |   |  |  |  |
|  |          |              |        |            |            |  |   |              |    |  |   |   |   |   |  |  |   |   |   |  |  |  |
| -  |          |              |        |            |            |  |   |              |    |  |   |   |   |   |  |  |   |   |   |  |  |  |
|  |          |              |        |            |            |  |   |              |    |  |   |   |   |   |  |  |   |   |   |  |  |  |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Write</th> <th style="width: 15%;">Tens</th> <th style="width: 15%;">Ones</th> <th style="width: 15%;">tenths</th> <th style="width: 15%;">hundredths</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">6</td> <td style="text-align: center;"><del>8</del></td> <td style="text-align: center;">10</td> <td></td> </tr> <tr> <td style="text-align: center;">-</td> <td style="text-align: center;">3</td> <td style="text-align: center;">0</td> <td style="text-align: center;">5</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">3</td> <td style="text-align: center;">7</td> <td style="text-align: center;">5</td> <td></td> </tr> </tbody> </table> | Write    | Tens         | Ones   | tenths     | hundredths |  | 6 | <del>8</del> | 10 |  | - | 3 | 0 | 5 |  |  | 3 | 7 | 5 |  |  |  |
| Write  | Tens     | Ones         | tenths | hundredths |            |  |   |              |    |  |   |   |   |   |  |  |   |   |   |  |  |  |
|  | 6        | <del>8</del> | 10     |            |            |  |   |              |    |  |   |   |   |   |  |  |   |   |   |  |  |  |
| -  | 3        | 0            | 5      |            |            |  |   |              |    |  |   |   |   |   |  |  |   |   |   |  |  |  |
|  | 3        | 7            | 5      |            |            |  |   |              |    |  |   |   |   |   |  |  |   |   |   |  |  |  |

Here is a quick reminder about how to use a number line to find the difference.



**Say**  
 I will start my number line at 30.5. I jump 0,5 to 31. I write 0,5 on the jump. Next I jump to 40 and write 9 on the jump. My next jump is to 60, I write 20 on the jump. Finally I jump to 68, that's another 8. I add up all my jumps.  $20 + 9 + 8 + 0,5$ . That's 37,5.

## Independent work

15 minutes

1. Ask the girls, in pairs, to find out which girl is right about one of the statements. They can choose any to start with, then move on to another one if they have time.
2. Some girls will need your support. Others might still like to use place-value counters.

## Module 2c

### Assess

10 minutes

Gather the group together. Ask different volunteers to demonstrate how they got the answers to the three problems. Check to see if others had different answers, or did it a different way.

### Reflect



My friends and I like being able to choose which problem to solve. I chose to start with one that didn't have any decimals, but my friend chose the one she thought was the hardest as she likes a big challenge!

### Learner's Self-Study Workbook

5 minutes

Repeat the instructions as given for Unit 1.

# Unit 5: Candy cakes

Some girls may not be familiar with the candy cakes in this story. The story picture will help them imagine the cakes and they may want to compare them with sweet snacks they have heard of or tried. This unit combines activities in literacy and numeracy, and this is helpful for girls to see that SAGE learning is part of their everyday life experience.

## Learning objectives

### Literacy/Learning English

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To read and understand a story in English and write answers to questions about it
- To develop knowledge of the relationships between letters and sounds
- To develop skills in reading and writing single words
- To develop vocabularies in English
- To develop skills in reading and understanding instructions.
- To develop skills in communicating in English
- To develop vocabularies in English

### Numeracy

- To know doubles and halves up to double 50 and half 100
- To use doubling and halving to solve problems
- To estimate 50% of amounts
- To work out 50% of amounts

| Subject and activity number | Activity                          | Time (mins) |
|-----------------------------|-----------------------------------|-------------|
| <b>Session 1</b>            |                                   |             |
| Literacy 5.1                | The unit story                    | 45          |
| Learning English 5.1        | Same sound, different letters     | 20          |
| Numeracy 5.1                | Doubling and halving              | 20          |
| Numeracy 5.2                | Candy cake ingredients            | 40          |
| <b>Session 2</b>            |                                   |             |
| Literacy 5.2                | Working with a short factual text | 25          |
| Learning English 5.2        | Discussion                        | 20          |
| Numeracy 5.3                | More or less? (1)                 | 20          |
| Numeracy 5.4                | Profit sharing                    | 40          |

## Unit 5: Session 1

### Literacy activity 5.1: The unit story

45 minutes

#### Plan

*Write the learning objectives and key vocabulary on the board.*

#### Learning objectives

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To read and understand a story in English and write answers to questions about it

#### Key vocabulary

own, save up, serve, neighbourhood, as usual, boss, cooperative, burnt

**Use the instructions as given for Unit 1, except for part E:**

**Part E (page 42):** Read through the discussion instruction with the group. Ask the girls to discuss their ideas in pairs or small groups. Visit the pairs/groups and give encouragement and some ideas to get started where necessary. Then ask the girls to discuss the questions as a whole group. If possible, do this activity in English, but allow home language if necessary.

**Answers for Unit 5: C:** 1 Start their own restaurant, 2 In Glory's aunt's restaurant, 3 They make and sell candy cakes, 4 That they will work together as equals in a cooperative, 5 They cooked the cakes for too long.  
**D:** 1 neighbourhood, 2 cooperative, 3 oven, 4 ingredients

#### Reflect



I decided to use the part E discussion activity. I asked the girls to work together in groups of three or four. I wanted the groups to write their ideas to help them remember. I made sure there was at least one girl in each group who is confident with writing, and could act as the group's 'secretary'.

## Learning English activity 5.1: Same sound, different letters

20 minutes

### Plan

*Write the learning objectives on the board.*

### Learning objectives

- To develop knowledge of the relationships between letters and sounds
- To develop skills in reading and writing single words
- To develop vocabularies in English

Ask the girls to turn to part G (page 42). **Use the instructions as given for Unit 1.**

**Answers for Unit 5: G:** about, town, plough / glass, nice, city, it's

### Assess

**As for Unit 1.**

## Numeracy activity 5.1: Doubling and halving

20 minutes

### Plan

*Write the learning objective and key vocabulary on the board.*

### Learning objective

- To know doubles and halves up to double 50 and half 100

### Key vocabulary

double, half

### Do

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

### Guided work

10 minutes

1. Check that the girls understand the meaning of double and half. Remind them that doubling is like multiplying by 2 and halving is like dividing by 2.
2. Explain that you will call a number and the group should all call the answer together as fast as they can, copying your voice.
3. Whisper 'Double five'. The group should whisper 'ten'.
4. Call the following, varying your voice between loud, normal and a whisper, sometimes using a 'funny' voice or singing.

## Module 2c

- |              |               |              |                |
|--------------|---------------|--------------|----------------|
| a. Double 10 | b. Half of 20 | c. Double 9  | d. Half of 18  |
| e. Double 20 | f. Half of 40 | g. Double 15 | h. Half of 30  |
| i. Double 8  | j. Half of 16 | k. Double 25 | l. Half of 50  |
| m. Double 6  | n. Half of 12 | o. Double 50 | p. Half of 100 |
| q. Double 40 | r. Half of 80 |              |                |

Ask the girls if they noticed any pattern. (doubles and halves are opposites, if you know one, you can know the other!).

### **Independent work**

10 minutes

Ask the girls to turn to Activity 1 (page 45) of the workbook and complete the function machine activity.

## Numeracy activity 5.2: Candy cake ingredients

40 minutes

### **Plan**

*Write the learning objective and key vocabulary on the board.*

### **Learning objective**

- To use doubling and halving to solve problems

### **Key vocabulary**

double, half

### **Do**

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

### **Guided work**

15 minutes

- Tell the girls to turn to Activity 2 (page 46) in the workbook and find the recipe for candy cakes (note this is the recipe in the numeracy section, not the literacy section).
- Read the recipe for 6 candy cakes together.
- Ask the girls: *How will you work out the ingredients for 3 cakes?* (half of each ingredient)  
*How will you work out the ingredients for 12 cakes?* (double each ingredient)  
*How will you work out the ingredients for 24 cakes?* (double and double again)  
*What about 60 cakes?* (10 times recipe for 6 cakes)  
*What about 30 cakes?* (5 times ingredients for 6 cakes OR ingredients for 24 + recipe for 6 cakes OR half ingredients for 60 cakes)

# Module 2c

- The recipe for 6 cakes needs 85 g of powdered sugar for the glaze.  
Say: *Estimate how much sugar will be needed for 12 cakes. Then work with a partner to find out how much sugar will be needed for 12 cakes.*
- Share the different ways the girls have worked this out. For example:

| 85 x 2         | 85 x 2         | 85 x 2              |
|----------------|----------------|---------------------|
| 90 x 2 = 180   | 80 x 2 = 160   | 50 x 2 = 100        |
| 2 x 5 = 10     | 5 x 2 = 10     | 25 x 2 = 50         |
| 180 - 10 = 170 | 160 + 10 = 170 | 10 x 2 = 20         |
|                |                | 100 + 50 + 20 = 170 |

- Ask: *How much milk is needed to make 6 cakes? How much milk is needed to make 60 cakes?*
- Ask one of the girls to remind the others how to multiply by 10. (*'The digits move across one column and zero is used a placeholder.'*)

## Independent work

20 minutes

- Ask the girls to complete the table on page 46 showing the ingredients for different numbers of cakes.
- All** girls can work out the ingredients for 12 and 24 cakes.  
**Some** girls can work out the ingredients for 30 cakes.
- Look back at your **Progress Book** – is there a group of girls who need to practise x 10? This group could work with you for 5 minutes at the start of the independent work.

## Assess

5 minutes

Ask the girls to compare answers for 24 cakes and 60 cakes with someone they were not sitting near. Where there are disagreements, listen to how the girls explain their answers to each other.

## Reflect

It was good to listen to the girls explaining their answers to each other. They checked each other's working out and realised where they had made a mistake. I made a note of the girls who could explain what they had done.



## Unit 5: Session 2

### Literacy activity 5.2: Working with a short factual text

25 minutes

#### Plan

*Write the learning objective on the board.*

#### Learning objective

- To develop skills in reading and understanding instructions.

#### Do

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

#### Guided work

15 minutes

1. Ask the girls to look again at the unit story in their workbooks. Ask them to summarise the story in one or two sentences. Ideally, the pairs will compose the sentence(s) in English, and then write it down. (They can do this at the back of their workbooks.) If they cannot do this, then they can just remember the sentence, and/or use their home language.
2. Invite some pairs to share their summaries with the group.
3. Turn to part H (page 43). Read through the text while the girls follow the text on the page. This time, the girls are going to try to discover unknown word meanings themselves.

#### Independent work

10 minutes

1. Working in pairs, the girls write the food words into the text (milk, sugar, milk, flour, sugar, food colouring). Check the answers with the group.
2. In pairs again, the girls try to work out the meanings of the words in red. Then get them to share their ideas as a group. They can describe the meaning or translate into the home language.

#### Assess

Notice how well the girls can work out meanings for new words from the context without any help from you. Make a note of which girls are not yet good at this in your **Progress Book**. Give them extra encouragement to develop this important skill in future sessions.



## Reflect



I've never made a cake, but I know how it's done. That helped me to guess the meanings of the words in red.

## Learning English activity 5.2: Discussion

*20 minutes*

### Plan

*Write the learning objectives on the board.*

### Learning objectives

- To develop skills in communicating in English
- To develop vocabularies in English

### Do

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

### *Guided work*

*5 minutes*

The girls open their workbooks at part I (page 44). Read through the questions with the group, while the girls follow with their fingers.

### *Independent work*

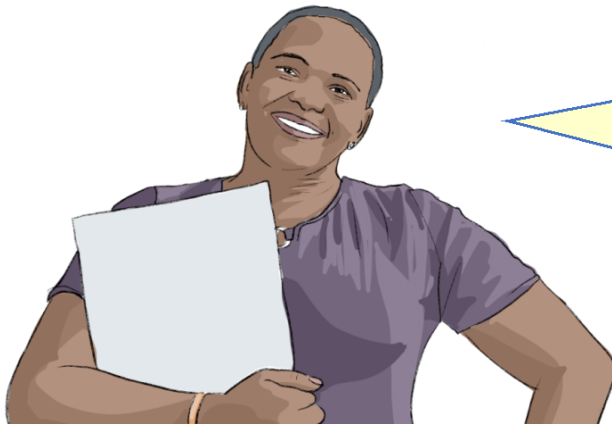
*15 minutes*

1. Working in pairs, the girls discuss whether they agree or disagree with the statements, and their reasons for this. Encourage them to use English, but allow the home language if necessary.
2. Discuss the statements again as a whole group. Again, encourage the girls to use English if they can.

## Assess

Notice which girls are confident at speaking in a group discussion, and which ones are less confident. Record this in your **Progress Book**. In future sessions, encourage the 'quieter' girls to contribute more.

## Reflect



I'm glad I asked the girls to discuss the questions in pairs before we did the group discussion. It meant that all the girls – even the quiet ones – had a chance to speak and give their opinions.

## Numeracy activity 5.3: More or less? (1)

20 minutes

### Plan

*Write the learning objective and key vocabulary on the board.*

### Learning objective

- To estimate 50% of amounts

### Key vocabulary

percent, percentage

### Do

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

### Guided work

15 minutes

1. Ask the girls: *What does 50% mean?* (50 out of 100 or  $\frac{1}{2}$ )
2. Ask the girls to write the words *more* and *less* in large letters on their chalkboards.
3. Explain that you are going to give them a question and an amount. They have to decide if the answer will be more or less than the amount. Underline round more or less. If they are right they score a point.

## Module 2c

Say: *Here are 10 questions. After each question, ask: How do you know?*

1. 50% of 25.      More or less than 10?
2. 50% of 38      More or less than 20?
3. 50% of 105     More or less than 50?
4. 50% of 5        More or less than 2?
5. 50% of 4.8      More or less than 2?
6. 50% of 12.4    More or less than 6?
7. 50% of 1.8     More or less than 1?
8. 50% of 52       More or less than 25?
9. 50% of 17.65   More or less than 9?
10. 50% of 22.34   More or less than 12?

Ask: *How many questions did you get right?*

### Independent work

5 minutes

Ask the girls to turn to Activity 3 (page 47) in the workbook and complete the table with either 'more' or 'less'.

### Assess

Ask the girls to show you their board after each question. Ask your learning assistant to make a note of girls who are very confident, and those who are either very hesitant or regularly make the wrong choice.

### Reflect



I used facts that I know to help me to estimate the answer. For example, I knew that 50% of 50 is 25, so 50% of 52 must be more than 25.

## Numeracy activity 5.4: Profit sharing

40 minutes

### Plan

*Write the learning objective and key vocabulary on the board.*

### Learning objective

- To work out 50% of amounts

### Key vocabulary

percent, percentage

### You will need:

- ✓ flashcards for months of the year: January, February, March, April, May, June, July, August, September, October, November and December.

### Do

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

### Guided work

15 minutes

1. Ask the girls to turn back to the unit story and find the part of the story where Glory says 'We'll work together as equals in a cooperative.' Ask: *What percentage of the profits will Glory and Kiri get each? (50%)*
2. Tell the girls that Glory and Kiri decided that they would round the profits to the nearest dollar and then find 50%. They practised finding rounding and finding 50%.
3. Ask the girls to turn to Activity 4 (page 47) in the workbook. Read about Glory and Kiri practising with a profit of 23,15 hub dollars in one month.
4. Ask the girls to decide who is right and why.
5. Tell the girls that Kiri and Glory hoped they might make a bit more money. So, they practised with 123,45 hub dollars. Ask the girls to work in pairs to decide how much profit they would get each.
7. Share answers and reasons.

### Independent work

15 minutes

Ask the girls to turn to Activity 5 (page xx) in the workbook and complete the table to show profits rounded to the nearest hub dollar and 50%. They can work in pairs.

After about 10 minutes give pairs of girls a flashcard for one of the months. Tell the girls they will have to explain the answer for that month at the end of the lesson.

## Assess

10 minutes

Ask the girls with flashcards for each of the months to explain their answers. Ask the other girls to put their thumbs up if they think the answer is right and thumbs down if they think the answer is different.

Try not to tell the girls if the answers are right or wrong – let them work them out for themselves.

## Reflect

I let the girls work out if the answers were right or wrong. This takes a bit longer, but it really helps them to explain their thinking. By using the flashcards, I gave the girls a chance to think about what they would say. This helped the girls who are less confident to join in.



## Learner's Self-Study Workbook

5 minutes

**Repeat the instructions as given for Unit 1.**

# Unit 6: Asking for advice

The girls visit Bethsaida to ask her advice, as they remember that she is good with numbers and money. Bethsaida has yet to achieve her dream of working in a bank, but she still hopes to. It is important to discuss with the girls that some of their dreams may take longer to achieve, but with the right knowledge they should never stop trying.

## Learning objectives

### Literacy/Learning English

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To read and understand a story in English and write answers to questions about it
- To develop knowledge of the relationships between letters and sounds
- To develop skills in reading and writing single words
- To develop vocabularies in English
- To develop skills in reading and understanding a short factual text
- To develop skills in reading and writing in English
- To develop vocabularies in English

### Numeracy

- To count in decimals (tenths) forwards and back
- To notice the pattern in a sequence of hundredths
- To choose the most efficient method for subtracting
- To justify choice of method
- To practise subtracting small numbers rapidly
- To solve two-step and multi-step money problems
- To add and subtract numbers with two decimal places

| Subject and activity number | Activity                          | Time (mins) |
|-----------------------------|-----------------------------------|-------------|
| <b>Session 1</b>            |                                   |             |
| Literacy 6.1                | The unit story                    | 45          |
| Learning English 6.1        | Same sound, different letters     | 20          |
| Numeracy 6.1                | Counting in decimals              | 20          |
| Numeracy 6.2                | Choosing a subtraction method     | 40          |
| <b>Session 2</b>            |                                   |             |
| Literacy 6.2                | Working with a short factual text | 35          |
| Learning English 6.2        | Words ending with /y              | 20          |
| Numeracy 6.3                | Take it away                      | 15          |
| Numeracy 6.4                | Cutting costs                     | 45          |

## Unit 6: Session 1

### Literacy activity 6.1: The unit story

45 minutes

#### Plan

*Write the learning objectives and key vocabulary on the board.*

#### Learning objectives

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To read and understand a story in English and write answers to questions about it

#### Key vocabulary

scrap metal, neighbourhood, rent (verb), customer, immediately, lend

#### Use the instructions as given for Unit 1.

**Answers for Unit 6: C:** 1 At her home/her family's scrap metal business 2 Helping her family and other local businesses to organise their money, 3 They want to ask her advice, 4 They want to rent a place for their restaurant now, but they don't have enough money, 5 Save money by borrowing chairs and tables. **D:** 1 scrap, 2 advice, 3 regular customers, 4 a couple of

#### Reflect



I find the girls enjoy acting the roles of characters from the stories. I have some girls who are reluctant to speak about themselves or give their own opinions, but have a lot more to say when they are in the role of a character.

## Module 2c

### Learning English activity 6.1: Same sound, different letters

20 minutes

#### Plan

*Write the learning objectives on the board.*

#### Learning objectives

- To develop knowledge of the relationships between letters and sounds
- To develop skills in reading and writing single words
- To develop vocabularies in English

Ask the girls to turn to part G (page 52). **Use the instructions as given for Unit 1.**

**Answers for Unit 6: G:** need, cheap, piece, money, she

#### Assess

As for Unit 1.

### Numeracy activity 6.1: Counting in decimals

20 minutes

#### Plan

*Write the learning objectives and key vocabulary on the board.*

#### Learning objectives

- To count in decimals (tenths) forwards and back
- To notice the pattern in a sequence of hundredths

#### Key vocabulary

tenth, hundredth, decimal

#### You will need:

- ✓ to draw a giant blank number line with 10 graduations on the ground, in the dust or on the floor. Write 0 at one end.

#### Do

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



## Guided work

10 minutes

1. Ask for a volunteer to jump along the number line.
2. Ask the girls to count in twos to 20 and back as the volunteer jumps from mark to mark. Write the numbers on the number line.
3. Say that now, instead of counting in twos, they are going to count in two tenths to 2. Change the '2' on the number line to '0,2', and the '4' to '0,4'.
4. Ask another volunteer to jump along the number line. Ask her to stop at '10'. Ask how the 10 needs to change to make it fit with the new counting pattern. Insert a comma to make it '1,0'. Say: *Ten tenths is equivalent to one whole. What is the same, what is different when we count in 2s and 0,2s? Ask for volunteers to change the other numbers.*
5. Say that finally, instead of counting in two tenths, they are going to count in steps of two hundredths. Change the 0,2 on the number line to 0,02, and the 0,4 to 0,04.
6. Repeat step 4, but counting in 0,02s.
7. Ask: *What is the same, what is different when counting in 2s, 0,2s and 0,02s?*

## Independent work

10 minutes

Ask the girls to turn to Activity 1 (page 54) in the workbook and complete the activity.

## Assess

Make a note in your **Progress Book** of girls who quickly spot the patterns – these girls have developed good number sense.

## Reflect



Understanding numbers is all about pattern spotting – if you can count in twos, you can count in 0,2s or 0,02s or even 0,00002s! And you can count in 200 000s too!

## Numeracy activity 6.2: Choosing a subtraction method

40 minutes

### Plan

*Write the learning objectives and key vocabulary on the board.*

### Learning objectives

- To choose the most efficient method for subtracting
- To justify choice of method

### Key vocabulary

count up, count back, round, adjust, formal method

### You will need:

- ✓ to be clear in your own mind why you would choose the different methods for the examples shown.

### Do

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

### Guided work

15 minutes

1. Say: *Glory and Kiri are talking about how important it is to be able to calculate accurately so they don't get in a muddle with their accounts. They say they find subtracting much harder than adding. Bethsaida says they should not always subtract the same way, as different problems are easier to solve using different methods. And they can check to see their answer is right.*
2. Look together at Bethsaida's comments in Activity 2 (page 54).
3. Use a number line to help the girls understand rounding and adjusting, counting up and counting back. Use column subtraction to help them understand what Bethsaida means by a written method.
4. Model each example so the girls understand what Bethsaida is saying.

### Independent work

20 minutes

1. Ask the girls to work in pairs to complete the table on page 55 of the workbook.
2. Let them compare their answers with another pair. If there are differences, ask the girls to try to convince the other pair that their choice is best.
3. If there is time, girls can go on to part 3.

## Assess

5 minutes

1. Walk around the room, 'noticing and noting' as the girls talk together. Do they choose appropriate methods? Do they show good number sense?
2. Gather the girls together and ask them to think of another question where you would use each method.

## Reflect



This activity really made me think. I have always thought the most efficient method would be written calculations, but sometimes, like  $5000 - 499$ , that's a real waste of time! You just take away 500 then add 1a!

## Unit 6: Session 2

### Literacy activity 6.2: Working with a short factual text

35 minutes

#### Plan

*Write the learning objective on the board.*

#### Learning objective

- To develop skills in reading and understanding a short factual text

#### 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 again at the unit story in their workbooks. Ask them to summarise the story in one or two sentences. Ideally, the pairs will compose the sentence(s) in English, and then write it down. (They can do this at the back of their workbooks.) If they cannot do this, then they can just remember the sentence, and/or use their home language.
2. Invite some pairs to share their summaries with the group.
3. Turn to part H (page 52). Read through the text while the girls follow the text on the page.

#### Independent work

25 minutes

1. In pairs again, the girls try to work out the meanings of the words in red. Then get them to share their ideas as a group. They can describe the meaning or translate into the home language.
2. In pairs again, they ask and answer questions about the text. Perhaps help them to think of questions by writing the starts of questions on the board: *What is...? Where can you find...? What other types of... What can you do with...?*
3. Read through the **discussion questions** (page 52). First the girls discuss them in pairs. Then they share their ideas as a group.

#### Assess

Notice which girls seems to have a good knowledge of the practicalities and opportunities of the world around them, and who seems less aware of these things. Record this information in your **Progress Book**. The girls with less awareness of these issues may benefit from extra information to help support them when they finish the SAGE sessions.

## Reflect



I hadn't thought about making money from recycling. At the moment, I'm collecting ideas in my head for types of work I could do in the future. I'll add this to the list!

## Learning English activity 6.2: Words ending with *ly*

**NOTE:** If Literacy activity 6.2 takes longer than expected, girls could do this activity at home.

*20 minutes*

### Plan

*Write the learning objectives on the board.*

### Learning objectives

- To develop skills in reading and writing in English
- To develop vocabularies in English

### Do

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

*10 minutes*

The girls open their workbooks at part I (page 53). Ask them to find a word ending in **-ly** in the story and text, but not to say the words yet. Then ask them to share what they have found. (Story: *excitedly, immediately, slowly*, Text: *easily, usually, cheaply*. If necessary, explain that *family, really* and *only* are not describing words plus *ly*.)

### Independent work

*10 minutes*

Working in pairs, the girls think of more words and make sentences as directed in the workbook. Visit the pairs and give help to anybody who needs it. When they have finished, invite some pairs to share their words and sentences.

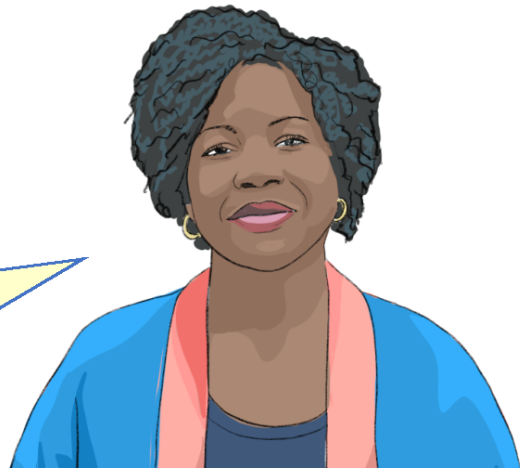
**Note:** The ending **-ly** can be added to many adjectives ('describing words') to make a word that describes the ways that something is done. This type of word is called an adverb. The spelling sometimes changes. For example, *quiet* (adjective) becomes *quietly* (adverb); *happy* (adjective) becomes *happily* (adverb). There are some exceptions such as *fast* and *hard*, where the adjective and the adverb have the same spelling.

## Assess

This activity may help you judge the girls' general level of English. Which ones are confident in English, and which girls sometimes struggle? Make a note of this in your **Progress Book**. Girls who are less confident with English may need more support to complete SAGE session activities in English.

## Reflect

I've noticed that when my girls speak, they often use adjectives instead of adverbs. For example, 'I did it quick' instead of 'I did it quickly'. This activity will help them to recognise adverbs when they hear or read them.



## Numeracy activity 6.3: Take it away

15 minutes

### Plan

*Write the learning objective on the board.*

### Learning objective

- To practise subtracting small numbers rapidly

### You will need:

- ✓ a timer (if you do not have a timer, count one elephant, two elephants, three elephants etc. in your head)
- ✓ two sets of 1–9 number cards for each girl.

### Do

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

## Guided work

5 minutes

1. Turn to Activity 3 (page 55) of the workbook.
2. Go through each step of the instructions, each girl turning over their cards as you do so.
3. Explain that once they have managed to reach 0 when they run out of cards, the girls are going to challenge themselves to get quicker at this activity.

## Independent work

10 minutes

1. Set a timer as the girls begin turning their cards.
2. When a girl finishes their pile (with an answer of 0!) they should raise their hand. Tell them how long it took them.
3. Keep the timer going until at least 5 girls have completed their pile.
4. Repeat the activity as often as time allows, girls challenging themselves to get quicker.

## Assess

Take a note of girls who do not have 0 when they finish their cards. Suggest that they just have one set of cards and start with 45. They could also use a number line to help them keep track of their subtractions.

## Reflect

I really have to think when it goes back into the next ten, like  $86 - 8$ ! I image a number line in my head, count back 6 to 80 then another 2 to 78.



## Numeracy activity 6.4: Cutting costs

45 minutes

### Plan

*Write the learning objectives on the board.*

### Learning objectives

- To solve two-step and multi-step money problems
- To add and subtract numbers with two decimal places

### Do

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

### Guided work

15 minutes

1. Ask the girls to look at the list of things that Glory and Kiri think they will need (Activity 4, page 56).
2. Ask how you can find out how much they plan to spend altogether. Discuss all suggestions.
3. Ask girls to work in pairs to find the total for one of the three items. (make sure at least one pair of girls is working on each problem). They should estimate first. They can choose any method they like.
4. If you have noticed from your **Progress Book** that some girls are finding decimal numbers difficult, ask them to round the numbers to the nearest whole number and work with those numbers instead.
5. Ask different pairs to explain how they got the answers.

### Independent work

25 minutes

1. Ask the girls to work in pairs to answer the questions on page 56 of the workbook.
2. Explain that **all** the girls should try question 1, but they can choose to answer parts a, b or c of question 2. **Some** girls will get as far as question 3. Others might like to carry on at home.
3. Some girls will need a little extra help. You might decide to pair a confident girl with one who is struggling so they can work together, or you may take a small group of girls you have noticed need extra support. Some girls will benefit from using the 'hub coins' that you made in Module 1.



## Module 2c

### Assess

5 minutes

Make a note of girls who made good suggestions during **guided work**. Also notice which girls choose to answer the more challenging questions and who always chooses the easiest ones.

Gather the group together and go through the answers together.

### Reflect



It was really good to watch the girls working in hub dollars. It will help them with working with money outside of the hub.

### Learner's Self-Study Workbook

5 minutes

Repeat the instructions as given for Unit 1.

# Unit 7: Lunch for 90

From Unit 7 it will be important to start planning for the end of the SAGE module. You will need to work with the hub team to create a timetable for completing the **End Progress Assessment (EPA)**. All girls will need to complete this before the end of Unit 10. Refer back to your training about how to do this. If you have any questions, ask the SAGE district team.

## Learning objectives

### Literacy/Learning English

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To read and understand a story in English and write answers to questions about it
- To develop knowledge of the relationships between letters and sounds
- To develop skills in reading and writing single words
- To develop vocabularies in English
- To develop skills in reading and understanding a short factual text
- To develop skills in communicating and self-expression in English
- To develop vocabularies in English

### Numeracy

- To notice patterns when counting
- To solve problems using division
- To be systematic when solving problems
- To practise counting in 20s, 30s and 40s
- To practise dividing three-digit numbers

| Subject and activity number | Activity                          | Time (mins) |
|-----------------------------|-----------------------------------|-------------|
| <b>Session 1</b>            |                                   |             |
| Literacy 7.1                | The unit story                    | 45          |
| Learning English 7.1        | Same sound, different letters     | 20          |
| Numeracy 7.1                | Counting patterns                 | 15          |
| Numeracy 7.2                | Lunch for 90                      | 45          |
| <b>Session 2</b>            |                                   |             |
| Literacy 7.2                | Working with a short factual text | 25          |
| Learning English 7.2        | Giving a talk                     | 20          |
| Numeracy 7.3                | Counting in 20s, 30s and 40s      | 20          |
| Numeracy 7.4                | Division                          | 45          |

## Unit 7: Session 1

### Literacy activity 7.1: The unit story

45 minutes

#### Plan

*Write the learning objectives and key vocabulary on the board.*

#### Learning objectives

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To read and understand a story in English and write answers to questions about it

#### Key vocabulary

training course, wasted, discount, charge (money), bargain (verb)

**Use the instructions as given for Unit 1, except for part E and part F.**

**Part E (page 59):** Ask for suggestions for the menu from the group. Then the girls work in pairs, and each pair decides on a menu. They don't have to use the suggestions that came from the group. They write their ideas down as notes.

**Part F (page 59):** Now the pairs turn their notes into a clearly written menu that they could show to customers. This task is well suited to girls with lower levels of writing skill, as it can be a simple list. Girls at higher levels can write more complex descriptions of the dishes.

**Answers for Unit 7: C:** 1 Make 90 lunches for a training course, 2 A mining company, 3 They should try to get a discount, 4 Help them with bargaining. **D:** 1 mining, 2 wasted, 3 discount, 4 charge

#### Reflect



In this session, I did both parts E and F, as both activities are quite short and go well together. But if I hadn't had time to do both, my plan was to ask the girls to do the writing part at home.

## Learning English activity 7.1: Same sound, different letters

20 minutes

### Plan

*Write the learning objectives on the board.*

### Learning objectives

- To develop knowledge of the relationships between letters and sounds
- To develop skills in reading and writing single words
- To develop vocabularies in English

Ask the girls to turn to part G (page 59). **Use the instructions as given for Unit 1.**

**Answers for Unit 7: G:** 1 food, you, who, true, grew, through (Food, you, who and true are in the story. Also do and too.)

### Assess

**As for Unit 1.**

## Numeracy activity 7.1: Counting patterns

15 minutes

### Plan

*Write the learning objective and key vocabulary on the board.*

### Learning objective

- To notice patterns when counting

### Key vocabulary

digit

### Do

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

### Guided work

10 minutes

1. Tell the girls that you are going to count in 5s, but *only* say the digit in the ones column. Check that the girls understand that 235 is a three-digit number with a 5 in the ones column.
2. Start counting in 5s together but only say the number in the ones column – so you will be thinking 5, 10, 15, 20, 25 but saying 5, 0, 5, 0, 5.
3. Ask the girls to tell the person next to them a sentence about numbers in the 5 times table (numbers in the 5 times table always have 0 or 5 in the ones column).

4. Ask for a volunteer to say their sentence out loud.
5. Repeat the activity, but this time count in 5s starting from 2. Start counting in 5s together from 2 – 2, 7, 2, 7, 2, 7...
6. Ask the girls to tell the person next to them what pattern they have noticed.
7. Ask: *Can anyone predict what pattern you would get if you started counting in 5s from 3?*
8. This time count forwards in 2s, but still only saying the digit in the ones column. Start counting together: 2, 4, 6, 8, 0, 2, 4, 6, 8, 0...
9. Ask the girls to tell the person next to them what pattern they notice.
10. Finally count forwards in 9s, only saying the digit in the ones column. Start counting together: 9, 8, 7, 6, 5, 4, 3, 2, 1.
11. Ask the girls to write the pattern on their chalkboard.
12. Give the girls some time to talk about why this might happen,
13. Give the girls a few minutes to think about other times tables – do they notice any other patterns? For example:
  - 10 times table – always has 0 in the ones column
  - 4 times table – same numbers in the ones columns as 2x table but in a different order
  - 6 times table – same numbers in the ones column as 2 x table but in a different order

## **Independent work**

### *5 minutes*

1. Turn to Activity 1 (page 61) in the workbook. The girls answer yes or no to the first set of questions.
2. In the second task, the girls make up numbers in the 2, 5 and 10 times tables.
8. Go through the answers together.

## **Numeracy activity 7.2: Lunch for 90**

### *45 minutes*

### **Plan**

*Write the learning objectives on the board.*

### **Learning objectives**

- To solve problems using division
- To be systematic when solving problems

### **Do**

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

## Guided work

20 minutes

1. Turn to Activity 2 (page 61). Tell the girls that Glory is thinking about how the 90 miners might sit at the lunch. She wonders how many miners should sit at each table so that all the tables are full, and nobody is left sitting on their own.
2. Give the girls about 5 minutes to talk in twos or threes about how many miners should sit at each table so that all the tables are full and no miners are left out).
3. Ask the girls to consider how many tables would be needed if the miners sit at tables of 5, 6, 9 or 10. Give the girls time to work on this in their pairs/threes.
4. Explain that Glory decided that the miners should sit at tables of 6. She then wondered how many handshakes there would be if everyone at the table shook hands with everyone else once?

Give the girls time to discuss the problem in groups.

They can draw diagrams on the chalkboards to represent the problem; **they do not need to shake hands.**

5. Share answers and ways of working:
  - The first miner shakes hands with all the other miners at the table (5 handshakes).
  - The second miner has already shaken hands with the first miner, so you do not need to count this again. The second miner shakes hands with all the remaining miners (4 miners). The third miner has already shaken hands with the first and second miners, so you do not count these again. The third miner shakes hands with the remaining miners (3), and so on.
  - For 6 miners, there will be  $5 + 4 + 3 + 2 + 1 = 15$  handshakes

## Independent work

15 minutes

1. Read the conversation between Vimbai, Glory and Kiri about handshakes for 2 tables. Who is right? How many handshakes will there be if 12 miners all shake hands?
2. Girls could continue working for 3, 4, 5 tables. Talk to them about patterns that they notice.
3. **Some** girls might work out how many handshakes for 90 miners.

## Assess

5 minutes

Gather the group together and agree who was correct.

Talk about the different ways that they have found the totals for different numbers of miners.

## Reflect



It was important to give the girls lots of time to think and talk about the handshake problem, there is lots of thinking to do.

## Unit 7: Session 2

### Literacy activity 7.2: Working with a short factual text

25 minutes

#### Plan

*Write the learning objective on the board.*

#### Learning objective

- To develop skills in reading and understanding a short factual text

#### 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 again at the unit story in their workbooks. Ask them to summarise the story in one or two sentences. Ideally, the pairs will compose the sentence(s) in English, and then write it down. (They can do this at the back of their workbooks.) If they cannot do this, then they can just remember the sentence, and/or use their home language.
2. Invite some pairs to share their summaries with the group.
3. Turn to part H (page 60). Read through the text while the girls follow the text on the page.

#### Independent work

15 minutes

1. In pairs again, the girls try to work out the meanings of the words in red. Then get them to share their ideas as a group. They can describe the meaning or translate into the home language.
2. In pairs again, they ask and answer questions about the text. Perhaps help them to think of questions by writing the starts of questions on the board: *What is...? Where is...? Who... Why...? What do...? What did some people...?*

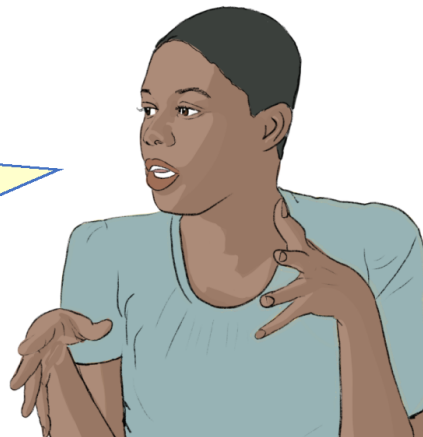
#### Assess

Notice who seems able to concentrate on reading the text confidently and with understanding, and who struggles to do this. Record this information in your **Progress Book**. Girls who struggle to read a longer text may benefit from being asked to read it in sections instead. In this case, they could read and ask questions about the first paragraphs first, and then repeat the process for the second paragraph.



## Reflect

It was difficult to read the text, and I didn't understand every word, but I understood most of it. I also learned several new words. It made me feel that if I can read this, I can read lots of other things too, like newspapers and difficult school textbooks.



## Learning English activity 7.2: Giving a talk

20 minutes

### Plan

*Write the learning objectives on the board.*

### Learning objectives

- To develop skills in communicating and self-expression in English
- To develop vocabularies in English

### Do

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

5 minutes

The girls open their workbooks at part I (page 60). Read through the instruction with them. Ask them to suggest some jobs usually done by men. Write these on the board until there are at least six.

### Independent work

15 minutes

1. Organise the girls into groups of three to five. Each girl chooses one job, and plans her talk. She can plan it in her head or by making notes.
2. Within their groups, the girls take it in turns to give their talks. If possible, they should do this in separate spaces, for example one group in the main room, one in a corridor and one outside.

### Assess

Giving a talk – even to a small group – can require quite a lot of confidence. Make a note of any girls who seem particularly lacking in this type of confidence when they speak, and

record this in your **Progress Book**. Give them extra support and encouragement to speak to groups in latter sessions.

## Reflect



I chose to talk about the job of truck driver. Anybody can learn to drive a truck, and I think women are safer drivers than men! I'd never thought about being a truck driver before, but after I gave my talk it made me feel that I could do that job as well as anybody else!

## Numeracy activity 7.3: Counting in 20s, 30s and 40s

20 minutes

### Plan

*Write the learning objective on the board.*

### Learning objective

- To practise counting in 20s, 30s and 40s

### Do

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

### Guided work

10 minutes

1. Put the girls into two teams Ask the girls to draw a pada game on the ground and write 1 to 10 in the squares.
2. Explain that when you throw a stone onto a number, you have to multiply that number by 20. For example, if your stone is on 4, you say: 'Four times twenty equals eighty'.
3. Have a competition to see who gets to the end first, following the usual rules for pada.
4. Repeat the game for x 30 and x 40.

## Independent work

10 minutes

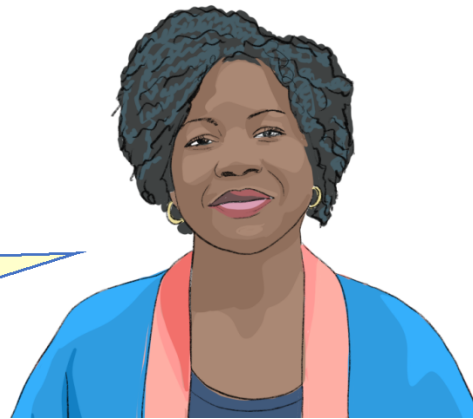
1. Turn to Activity 3 (page 62) in the workbook.
2. Fill in the first number in each Pada game with the girls:
  - Pada x 20 – the girls should write 80 in the first box.
  - Pada x 30 – the girls should write 120 in the first box.

## Assess

Watch how the girls complete the task. Do any of the girls work systematically? i.e. fill in 1 x 20, then 2 x 20 etc.?

## Reflect

This would be a nice game to play at the celebration. The girls can show their families how good they are at counting in a fun way.



## Numeracy activity 7.4: Division

45 minutes

### Plan

*Write the learning objective on the board.*

### Learning objective

- To practise dividing three-digit numbers

### Do

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

### Guided work

20 minutes

1. Find Activity 4 (page 63) in the workbook. Ask the girls to look at the four questions and:
  - put a circle round the one they think will have the biggest answer
  - underline the one they think will have the smallest answer
  - put a star next to the one they think will have an answer bigger than 100

2. Ask the girls to look at the question  $732 \div 3$  and estimate the answer.
3. Ask the girls to look at the example of how one learner worked out  $732 \div 3$ . Ask them to tell the person next to them what the learner might be saying to herself at step 1, step 2 and step 3. Share answers. For example:

Step 1: How many groups of 3 hundreds can I make? Two. I will exchange one 100 for 10 tens.

Step 2: How many groups of 3 tens can I make? Four. I will exchange one 10 for 10 ones.

Step 3: How many groups of 3 ones can I make? Four.

4. Ask the girls what the answer is to  $732 \div 3$ .

## Independent work

20 minutes

1. Girls work in pairs on Activity 5 (page 63) Odd One Out.
  - The girls predict the odd one out.
  - They work out the answers and see if they were right.
2. Encourage the girls to use any method they like to work out the answers.

## Assess

5 minutes

Gather the group together and discuss their predictions. Was it easy to decide which answers were the odd one out? Ask the girls if there were any questions where they did not use the 'bus stop' method. For example, when dividing by 2.

## Reflect

It is a long time since we did any division questions. I was pleased that I could remember how to do it.



## Learner's Self-Study Workbook

5 minutes

Repeat the instructions as given for Unit 1.

Part 2 of the writing task (writing a summary of the article) is aimed at the highest-achieving girls.

# Unit 8: Getting a discount

The SAGE Graduation event will take place in two weeks' time. Discuss with the girls what a graduation event is and talk about who should be invited. Some girls may want to advertise the event and make posters; others may wish to write invitations to invite their family members.

## Learning objectives

### Literacy/Learning English

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To read and understand a story in English and write answers to questions about it
- To develop knowledge of the relationships between letters and sounds
- To develop skills in reading and writing single words
- To develop vocabularies in English
- To develop skills in reading and understanding a product list with quantities and prices
- To develop skills in communicating in English
- To develop vocabularies in English

### Numeracy

- To order percentages and fractions
- To match fractions with their percentage equivalent
- To find percentages of numbers
- To estimate percentages of numbers more accurately
- To use multiplication to solve problems

| Subject and activity number | Activity                               | Time (mins) |
|-----------------------------|--|-------------|
| <b>Session 1</b>            |  |             |
| Literacy 8.1                | The unit story                         | 45          |
| Learning English 8.1        | Same sound, different letters          | 20          |
| Numeracy 8.1                | Making matches                         | 15          |
| Numeracy 8.2                | Finding percentages of amounts         | 45          |
| <b>Session 2</b>            |  |             |
| Literacy 8.2                | Working with a short factual text      | 25          |
| Learning English 8.2        | Discussion                             | 20          |
| Numeracy 8.3                | More or less? (2)                      | 20          |
| Numeracy 8.4                | Using multiplication to solve problems | 40          |

## Unit 8: Session 1

### Literacy activity 8.1: The unit story

45 minutes

#### Plan

*Write the learning objectives and key vocabulary on the board.*

#### Learning objectives

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To read and understand a story in English and write answers to questions about it

#### Key vocabulary

stall, multiplied by, 10%, discount, frown

**Use the instructions as given for Unit 1, except for part E and part F.**

**Part E (page 66):** Read through the **discussion** questions with the group. The girls discuss the questions in pairs, then share their ideas as a group.

**And/Or:** the girls work in pairs and plan their **dramas**. Visit them while they are doing this, and help them with ideas if necessary. Then they act their dramas. Afterwards, perhaps invite one or two volunteer pairs to perform their dramas for the group.

**Part F (page 66):** The girls can write conversations based on their dramas (if they did them) or on another invented conversation based on the situation described in Part E. They could do this in the session or at home,

**Answers for Unit 8: C:** 1 Glory and Vimbai, 2 The restaurant's usual chicken farmer, 3 20 chickens, 4 A 10% discount, 5 She was buying a lot more than usual, 6 It wasn't possible to give a discount, 7 They should go to another chicken farmer, 8 The farmer gave them the discount. **D:** 1 usually, 2 guy, 3 multiplied by, 4 sure

#### Reflect



I did the drama activity in part E. Some pairs struggled to come up with their own ideas for a business, so I helped them with some suggestions – vegetables, second-hand phones, clothes, bottles of water, firewood, candy... Once they had an idea to start, they went on to do lively dramas.

## Module 2c

### Learning English activity 8.1: Same sound, different letters

20 minutes

#### Plan

*Write the learning objectives on the board.*

#### Learning objectives

- To develop knowledge of the relationships between letters and sounds
- To develop skills in reading and writing single words
- To develop vocabularies in English

Ask the girls to turn to part G (page 66). **Use the instructions as given for Unit 1.**

**Answers for Unit 8: G:** sure, wish, professional, station, machine, electrician

#### Assess

As for Unit 1.

### Numeracy activity 8.1: Making matches

15 minutes

#### Plan

*Write the learning objectives and key vocabulary on the board.*

#### Learning objectives

- To order percentages and fractions
- To match fractions with their percentage equivalent

#### Key vocabulary

percent, fraction, equivalent

#### You will need:

- ✓ a fractions chart
- ✓ large flashcards:

|               |                |               |      |                |                |               |
|---------------|----------------|---------------|------|----------------|----------------|---------------|
| 25%           | 10%            | 75%           | 100% | 125%           | 40%            | 50%           |
| $\frac{1}{4}$ | $\frac{1}{10}$ | $\frac{3}{4}$ | 1    | $1\frac{1}{4}$ | $\frac{4}{10}$ | $\frac{1}{2}$ |

## Do

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

### Guided work

10 minutes

1. Remind the girls of the meaning of *equivalent* – has the same value.
2. Give the percentage cards to seven volunteers (not in order).
3. Ask the seven girls to arrange themselves in order from the smallest to the largest percentage.
4. Ask the other girls if they agree. If not, why not?
5. Now give the fractions cards to another seven volunteers. Ask them to stand in front of the girl who has the equivalent percentage to their fraction card.
6. If there are any girls in the group who do not have a card, ask them to check to see if the cards are matched correctly. They can use the fractions chart to help them.

### Independent work

5 minutes

Ask girls to turn to Activity 1 (page 68) in their workbook and draw lines to match the fraction, percentage and image.

## Assess

This will be a reminder for most of the girls, so look out during the guided work time for any who are still not sure. Work with those girls during the independent work time.

## Reflect

125% confused some of the girls – they thought 100% was the biggest percentage you can get! Making the connection between the percentage and the fraction helped.





## Numeracy activity 8.2: Finding percentages of amounts

45 minutes

### Plan

*Write the learning objective and key vocabulary on the board.*

### Learning objective

- To find percentages of numbers

### Key vocabulary

percentage, discount

### Do

#### Guided work

10 minutes

1. Point to the learning objective and tell the girls what they are learning in this activity.
2. Ask girls to think about these questions on their own:
  - What is 10% of 10?
  - How do you know?
3. Ask them to discuss their answer with someone near them. Listen to their conversations and ask someone to come to the board and explain how they know to the group.
4. Ask: *If you know 10% of 10, how does that help you to find 10% of 20?*
5. Remind the girls that the chicken farmer decided to give Glory a 10% discount on 20 chickens. So, Glory got 2 free chickens!
6. Ask:
  - *How would you find 40%?* (Find 10% by dividing by ten, then multiply the answer by 4.)
  - *How would you find 25%?* (As 25% is  $\frac{1}{4}$ , the quickest way is to divide by 4. The girls could also halve then halve again.)
  - *How would you find 75%?* (As 75% is  $\frac{3}{4}$ , divide by 4 to find one-quarter then multiply by 3.)

#### Independent work

25 minutes

1. Ask the girls to turn to Activity 2 (page 68) in their workbooks.
2. Read through the activity together to make sure everyone understands what they have to do.
3. Ask the girls to work in pairs. **All** girls will answer the first three questions, but **some** will need support. **Some** (fewer) girls will answer all five questions.
4. Stop the girls ten minutes before the end so you can discuss the answers together.

## Assess

10 minutes

When you go through the answers, remember to focus on how the girls got the answer. This will tell you a lot about their level of understanding.

## Reflect

I've been looking at service providers to buy airtime for my phone. Some companies say 10% off, some say 100mb free. Now I know how to work out which is the best deal!



## Unit 8: Session 2

### Literacy activity 8.2: Working with a short factual text

25 minutes

#### Plan

*Write the learning objective on the board.*

#### Learning objective

- To develop skills in reading and understanding a product list with quantities and prices

#### 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 again at the unit story in their workbooks. Ask them to summarise the story in one or two sentences. Ideally, the pairs will compose the sentence(s) in English, and then write it down. (They can do this at the back of their workbooks.) If they cannot do this, then they can just remember the sentence, and/or use their home language.
2. Invite some pairs to share their summaries with the group.
3. Turn to part H (page 67). Read through the list of supermarket items while girls follow the text on the page.

#### Independent work

15 minutes

1. In pairs, the girls guess a price for each thing (it does not matter if their guesses are not very accurate). Their prices for buying in bulk should be cheaper than buying that number of single items.
2. The pair share their ideas with the group, and perhaps change their prices if they now feel any of their guesses were wrong.

#### Assess

Notice how well the girls can read and say the quantities. For example, *1 kg bag salt* = 'a one- kilogram bag of salt'. Give help with this to anybody who needs it.

## Reflect



As well as reading the words, we did some maths too – we had to work out a discount for each thing!

## Learning English activity 8.2: Discussion

*20 minutes*

### Plan

*Write the learning objectives on the board.*

### Learning objectives

- To develop skills in communicating in English
- To develop vocabularies in English

### Do

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

*5 minutes*

The girls open their workbooks at part I (page 67). Read through the questions with them.

### **Independent work**

*15 minutes*

The girls discuss their ideas in pairs. Then they share their ideas as a whole group.

### Assess

Notice which girls seems to have a good knowledge of the practicalities and opportunities of the world around them, and who seems less aware of these things. Record this information in your **Progress Book**. The girls with less awareness of these issues may benefit from extra information to help support them when they finish the SAGE sessions.

## Reflect



My girls are always interested in ways of making money and saving money! This activity gave them some things to think about!

## Numeracy activity 8.3: More or less? (2)

20 minutes

### Plan

*Write the learning objective and key vocabulary on the board.*

### Learning objective

- To estimate percentages of numbers more accurately

### Do

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

### Guided work

10 minutes

1. Write 'more' and 'less' on the board and ask the girls to copy the words in large letters on their chalkboards.
2. Ask: *Do you think 25% of 78 is more or less than 30? If you think it is more, circle 'more' on your chalkboard. If you think less, circle 'less' on your chalkboard.*
3. Say: *We don't need to know exactly what the answer is. We know 78 is close to 80. We can divide 80 by 4 (as 25% is the same as  $\frac{1}{4}$ ) That's 20! So, 25% of 78 is definitely less than 30!*
4. Explain that you are going to give the girls a question and an amount. They have to decide if the answer will be more or less than the amount. They underline round more or less. If they are correct, they score a point.

Say: *Here are some questions. After each question, ask: How do you know?*

- 25% of 60                      More or less than 10?
- 10% of 38                      More or less than 4?
- 90% of 150                      More or less than 80?
- 25% of 10                      More or less than 3?
- 75% of 180                      More or less than 50?
- 25% of 48,7                      More or less than 16?

Ask: *How many questions did you get right?*

## Independent work

10 minutes

1. Ask the girls to work in pairs to make up one 'more or less' question. (They need to be sure they know the answer!)
2. Get the girls to join with another pair to ask each other their questions.
3. They should explain to each other how they know the answer is right.

## Assess

Ask the girls to show you their board after each question. Ask your learning assistant to make a note of girls who are very confident, and those who are either very hesitant or regularly make the wrong choice.

## Reflect



This activity showed me which girls have a good sense of number – those girls were very quick as they estimated the answer based on what they already knew.

## Numeracy activity 8.4: Using multiplication to solve problems

40 minutes

### Plan

*Write the learning objective on the board.*

### Learning objective

- To use multiplication to solve problems

### You will need:

- ✓ place-value counters and multiplication grid.

### Do

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

### Guided work

20 minutes

1. Ask the girls to look at the prices they wrote down for buying single items and buying in bulk (part H, page 67).
2. Ask: *How can we find out how much you can save by buying in bulk?* (Girls might say multiply the single item price by the number in the bulk pack, or they might say divide the bulk price by the number in the pack.)
3. Say both are correct, but today they are going to multiply the single prices by the number in the pack.
4. Ask: *Which is going to be easiest? Why do you think this? Which is going to be hardest? Why?* (For example,  $\times 10$  is easy, just move all the digits over one place;  $\times 24$  is harder.)
5. Say they might do some of these in their heads, some with a number line, and others using a grid or formal written method.
6. Remind the girls how to do formal multiplication with the help of a grid and place-value counters using the example below.
7. Now take the bulk price away from your answer. That is how much you will save.

Write

|        | Hundreds | Tens | Ones |
|--------|----------|------|------|
|        |          | 2    | 4    |
| x      |          |      | 8    |
| 20 x 8 | 1        | 6    | 0    |
| 4 x 8  |          | 3    | 2    |
| Total  | 1        | 9    | 2    |

Do and say

|   | X | 20 | 4 |
|---|---|----|---|
| 8 |   |    |   |

24 is 20 (2 tens) and 4 ones

8 x 2 tens, that's 16 tens; 160

8 x 4, that's 32

160 + 32 = 192

### Independent work

20 minutes

1. Go through the Activity 3 (page 69) in the workbook to make sure all the girls understand what to do.



# Module 2c

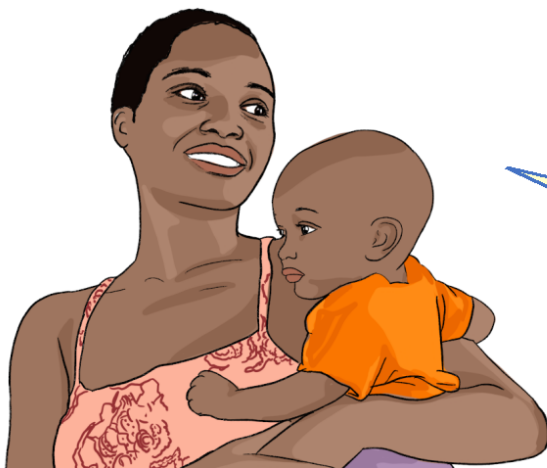
- Some girls will need extra support. Work with those girls until you are sure they are able to do the work.
- Some** (fewer) girls will need a little extra challenge. Gather those girls together in a small group next and remind them of multiplication of two-digit by two or more digits (long multiplication).

| Using a grid alongside long multiplication |                         |                        |                |          | Hundreds | Tens     | Ones     |
|--|-------------------------|------------------------|----------------|----------|----------|----------|----------|
| <b>X</b>                                   | <b>30</b>               | <b>6</b>               |                |          |          | <b>3</b> | <b>6</b> |
| <b>20</b>                                  | <b>20 x 30<br/>=600</b> | <b>20 x 6<br/>=120</b> | <b>20 x 30</b> | <b>x</b> |          | <b>2</b> | <b>4</b> |
| <b>4</b>                                   | <b>4 x 30<br/>=120</b>  | <b>4 x 6<br/>=24</b>   | <b>20 x 6</b>  |          | <b>6</b> | <b>0</b> | <b>0</b> |
|  |                         |                        | <b>4 x 30</b>  |          | <b>1</b> | <b>2</b> | <b>0</b> |
|  |                         |                        | <b>4 x 6</b>   |          | <b>1</b> | <b>2</b> | <b>0</b> |
|  |                         |                        | <b>Total</b>   |          | <b>8</b> | <b>6</b> | <b>4</b> |

## Assess

After you have worked with the lower- and higher-achieving girls, make sure you check on the other girls – some who you thought had understood may need more support than you anticipated.

## Reflect



I did some of these in my head. But it was good to know a different way as well so I could check my answer.

## Learner's Self-Study Workbook

5 minutes

Repeat the instructions as given for Unit 1.

# Unit 9: A celebration

This unit is all about celebrating, something that you and the girls will be doing in the next unit. This unit also tells the girls about the **International Day of the Girl**, another reason to celebrate. You can find information about this event from your SAGE district team and maybe you could find some film clips or audio from events shared on the Internet. Use these ideas for the Graduation event, maybe girls would like to sing songs or write poems to share.

## Learning objectives

### Literacy/Learning English

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To read and understand a story in English and write answers to questions about it
- To develop knowledge of the relationships between letters and sounds
- To develop skills in reading and writing single words
- To develop vocabularies in English
- To develop skills in reading and understanding a short factual text
- To develop skills in reading and writing in English
- To develop vocabularies in English

### Numeracy

- To revise number skills learned during the SAGE programme
- To think about how you will teach your family to play the game
- To make up a game to play at the Graduation event
- To revise number skills learned during the SAGE programme

| Subject and activity number | Activity                           | Time (mins) |
|-----------------------------|------------------------------------|-------------|
| <b>Session 1</b>            |                                    |             |
| Literacy 9.1                | The unit story                     | 45          |
| Learning English 9.1        | Same sound, different letters      | 20          |
| Numeracy 9.1                | A counting activity                | 5           |
| Numeracy 9.2                | Choose a number card game          | 30          |
| Numeracy 9.3                | Designing a game                   | 30          |
| <b>Session 2</b>            |                                    |             |
| Literacy 9.2                | Working with a short factual text  | 25          |
| Learning English 9.2        | Learning the meanings of new words | 20          |
| Numeracy 9.4                | A counting activity                | 5           |
| Numeracy 9.5                | Hundred-square games               | 30          |
| Numeracy 9.6                | Make up a game                     | 35          |

## Unit 9: Session 1

### Literacy activity 9.1: The unit story

45 minutes

#### Plan

*Write the learning objectives and key vocabulary on the board.*

#### Learning objectives

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To read and understand a story in English and write answers to questions about it

#### Key vocabulary

celebration / celebrate, fresh, vegetables, good news

**Use the instructions as given for Unit 1, except for part E and part F.**

**Part E (page 74):** Read through the **discussion** questions with the group. Then girls discuss the questions in pairs, then share their ideas as a group. Repeat the process for **Decide a type of celebration** and the follow-up questions.

**Part F (page 74):** The girls write descriptions of an event, based on what they discussed in Part E. This could be done in the session or at home.

**Answers for Unit 9: C:** 1 Very well, 2 Where she could buy more vegetables like the ones in the meal, 3 She would come and buy Vimbai's vegetables, 4 A business card, 5 They're going to open their restaurant, 6 Their friends from the SAGE sessions, 7 To celebrate everything that they have achieved. **D:** 1 clear up, 2 boss, 3 celebration

#### Reflect



Life hasn't been easy recently. It was good to remember that there are also many things to celebrate!

## Module 2c

### Learning English activity 9.1: Same sound, different letters

20 minutes

#### Plan

*Write the learning objectives on the board.*

#### Learning objectives

- To develop knowledge of the relationships between letters and sounds
- To develop skills in reading and writing single words
- To develop vocabularies in English

Ask the girls to turn to part G (page 74). **Use the instructions as given for Unit 1.**

**Answers for Unit 9: G:** idea, try, high, buy, five

#### Assess

**As for Unit 1.**

### Numeracy activity 9.1: A counting activity

5 minutes

1. Look through your **Progress Book** and identify the specific areas in counting where girls need more practice.
2. Choose one of the counting activities from this module (always Activity 1) and practise with the girls.
3. The girls may wish to share this activity in the Graduation event, so they need to be very good at it!

### Numeracy activity 9.2: Choose a number card game

30 minutes

#### Plan

*Write the learning objectives on the board.*

#### Learning objectives

- To revise number skills learned during the SAGE programme
- To think about how you will teach your family to play the game

## **Each girl will need:**

- ✓ two sets of 0–9 number cards.

## **Do**

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

## ***Guided work***

*5 minutes*

1. Ask the girls to turn to Activity 1 (page 76) of the workbook.
2. Explain that during this session they will be preparing games that they can play during the Graduation event next week.
3. Read through the four games with the girls to remind them how to play them.
4. Go through the instructions.

## ***Independent work***

*25 minutes*

1. Tell the girls to choose one of the four games to play with a partner. Explain their partner will have chosen a game too.
2. The pairs take turns to play each choice of game (unless both partners pick the same game).
3. Ask the girls to discuss how to teach the game(s) to their families next week at the celebration.

## **Numeracy activity 9.3: Designing a game**

*30 minutes*

## **Plan**

*Write the learning objective on the board.*

## **Learning objectives**

- To make up a game to play at the Graduation event

## **Each girl will need:**

- ✓ two sets of 0–9 number cards
- ✓ paper and pens.

## **Do**

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

## Guided work

5 minutes

1. Ask the girls which numeracy skills each of the games they played in Activity 1 helped them to learn/remember.
2. Say that now they are going to make up another game to play with the number cards to help them learn/remember other things they have learned (Activity 2, page 77).
3. After they make up the game, they must write the instructions for the game clearly so they can tell another pair of girls how to play the game with their cards.

## Independent work

25 minutes

1. The girls make up a game to play next week.
2. They write the instructions.
3. They play the game to check the instructions work!
4. They teach another pair of girls to play their game.
5. Then they play a game that another pair of girls has made up.

## Assess

Ask the girls if they can tell you what the game helped them to learn/remember.

## Reflect



The girls had such fun making up the games – but they found it quite hard to write clear instructions. This was a lovely mix of literacy and numeracy!

## Unit 9: Session 2

### Literacy activity 9.2: Working with a short factual text

25 minutes

#### Plan

*Write the learning objective on the board.*

#### Learning objective

- To develop skills in reading and understanding a short factual text

#### 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 again at the unit story in their workbooks. Ask them to summarise the story in one or two sentences. Ideally, the pairs will compose the sentence(s) in English, and then write it down. (They can do this at the back of their workbooks.) If they cannot do this, then they can just remember the sentence, and/or use their home language.
2. Invite some pairs to share their summaries with the group.
3. Turn to part H (page 75). Read through the article with the girls. Invite them to summarise what it is about.

#### Independent work

15 minutes

1. In pairs, the girls read the article and try to summarise what happens on the International Day of the Girl. Then they share their ideas as a group.
2. Ask girls to prepare some sentences about their greatest achievement during SAGE. They can practise and read them out at the Graduation event.

#### Assess

Notice which girls seem motivated to prepare for the final session and which – if any – need some extra support and encouragement.

#### Reflect

I am so excited to share my learning with my family at the Graduation!



## Learning English activity 9.2: Learning the meanings of new words

**NOTE:** You may wish to spend the rest of the session time on preparations for the final sessions (see above). In that case, ask the girls to do this activity at home instead.

*20 minutes*

### Plan

*Write the learning objectives on the board.*

### Learning objectives

- To develop skills in reading and writing in English
- To develop vocabularies in English

### Do

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

*10 minutes*

### **Independent work**

*20 minutes*

1. In pairs, the girls try to work out the meanings of some or all of the words in red in the text. Encourage them to write definitions in English and/or equivalent words/phrases in their home language.
2. Invite pairs to share one of their definitions/translations with the group. Ask them to explain how – if the word was unfamiliar – they managed to work out the meaning.
3. You may wish to stop after each pair has covered one word. The aim of the activity is to give the girls confidence in working out the meanings of unfamiliar words, not to learn every single word in this text.

### Assess

How confident did the girls seem with attempting to work out the meanings of unfamiliar words? Notice which girls would benefit from extra help with this.

## Numeracy activity 9.4: A counting activity

*5 minutes*

Ask the girls to choose their favourite counting activity. Choose one girl to be the leader and to teach the group. Repeat and ask another girl.



## Numeracy activity 9.5: Hundred-square games

30 minutes

### Plan

*Write the learning objective on the board.*

### Learning objective

- To revise number skills learned during the SAGE programme

### Each girl will need:

- ✓ two stones.

### Do

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

### Guided work

5 minutes

1. Ask the girls to turn to Activity 3 page 78 of the workbook **Hundred Square Games**.
2. Tell the girls that they are going to learn some new games today.
3. Read through the games with the girls so they know how to play them.

### Independent work

25 minutes

1. The girls choose a game to play with a partner. The partner will choose a game too.
2. The pairs take turns to play each choice of game (unless both partners pick the same game).
3. The girls discuss how to teach the game to their families next week at the celebration.

### Assess

Listen to the girls as they play the game. Where appropriate, ask questions that encourage the girls to explain their thinking. For example: *Why ...*, *How do you know ...*, *How can you check ...* etc.

### Reflect

I encouraged the girls to think about who they will be playing the game with next week. Did they need to make any adaptations to make it easier or harder?



## Numeracy activity 9.6: Make up a game

35 minutes

### Plan

*Write the learning objective on the board.*

### Learning objective

- To make up a game to play at the Graduation event

### Each girl will need:

- ✓ a 100-square
- ✓ paper and pens.

### Do

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

### Guided work

5 minutes

1. Ask the girls what each of the games they played in activity 3 helped them to learn/remember.
2. Say that now they are going to make up another game to play on the 100-square.
3. After they make up the game they must write the instructions for the game clearly so they can tell another pair of girls how to play the game with their cards.

### Independent work

15 minutes

1. The girls make up a 100-square game to play next week (page 80).
2. They write the instructions.
3. They play the game to check the instructions work!
4. They teach another pair of girls to play their game.
5. Ask if they can tell you what the game helped them to learn/remember.
6. The girls play a game that another pair of girls has made up.

### Assess

15 minutes

Choose three pairs of girls to demonstrate their games for the whole group. Note down any extra help or practice the girls will need before the Graduation event.

## Module 2c

### Reflect



My game used subtraction because I need more practice with this. I am looking forward to showing my family how to play my game. It is called **Take Away One Square.**



I am so proud of the girls and the games they have made up. Our Graduation event will be fun for everyone!

## Learner's Self-Study Workbook

*5 minutes*

Repeat the instructions as given for Unit 1.

# Unit 10: Let's keep in touch!

In this final unit the girls will be coming together for the last time. Some of the girls in your hub will have been learning for two years; others will have spent less time with you. Today is a day to celebrate each and every girl's success. You should also congratulate yourself for supporting the girls on their learning journey. Session 2 is for the Graduation session. Don't forget to congratulate and say 'Good luck!' to each and every girl as they leave the hub for one last time.

## Learning objectives

### Literacy/Learning English

- To develop skills in understanding written English, including reading and listening
- To be able to understand and to respond to a text in English

| Subject and activity number | Activity       | Time (mins) |
|-----------------------------|----------------|-------------|
| <b>Session 1</b>            |                |             |
| Literacy 10.1               | The unit story | 25          |

## Unit 10: Session 1

### Literacy activity 10.1: The unit story

25 minutes

#### Plan

*Write the learning objectives and key vocabulary on the board.*

#### Learning objectives

- To develop skills in understanding written English, including reading and listening
- To be able to understand and to respond to a text in English

#### Key vocabulary

keep in touch, horticulture, apply, grade, tourist, wooden, bowl, statue, basket

#### Do

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

#### Guided work

10 minutes

1. Focus on the pictures, and ask the girls to remember the names of each character. (From left to right: Glory, Chiedza, Vimbai, Precious, Rudo, Thandiwe, Kiri, Bethsaida.)
2. Read the introduction paragraph. The girls follow with their fingers in the text.

#### Independent work

15 minutes

1. The girls work in pairs. They try to match the messages with the girls in the pictures, based on what they can remember about the characters and stories.
2. The pairs share their ideas as a group. The messages from top to bottom are from Vimbai, Bethsaida, Precious, Glory, Thandiwe, Kiri, Rudo, Chiedza.
3. If time allows, they complete **Part D** in pairs, then share their answers: 1 horticulture, 2 course, 3 tourists, 4 wooden.
4. Encourage the girls to do the **Part E** writing activity at home.

#### Assess

As for Unit 1.

#### Reflect



It was nice to find out what the characters are doing six months in the future. It's been a long journey since we first met these characters!

## Graduation Event

Congratulations today is Graduation Day!

Congratulations to all the hub team, the girls and the community for completing the SAGE programme. It is a day for everyone to celebrate.



Have a wonderful day of celebration.

## Acknowledgements

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