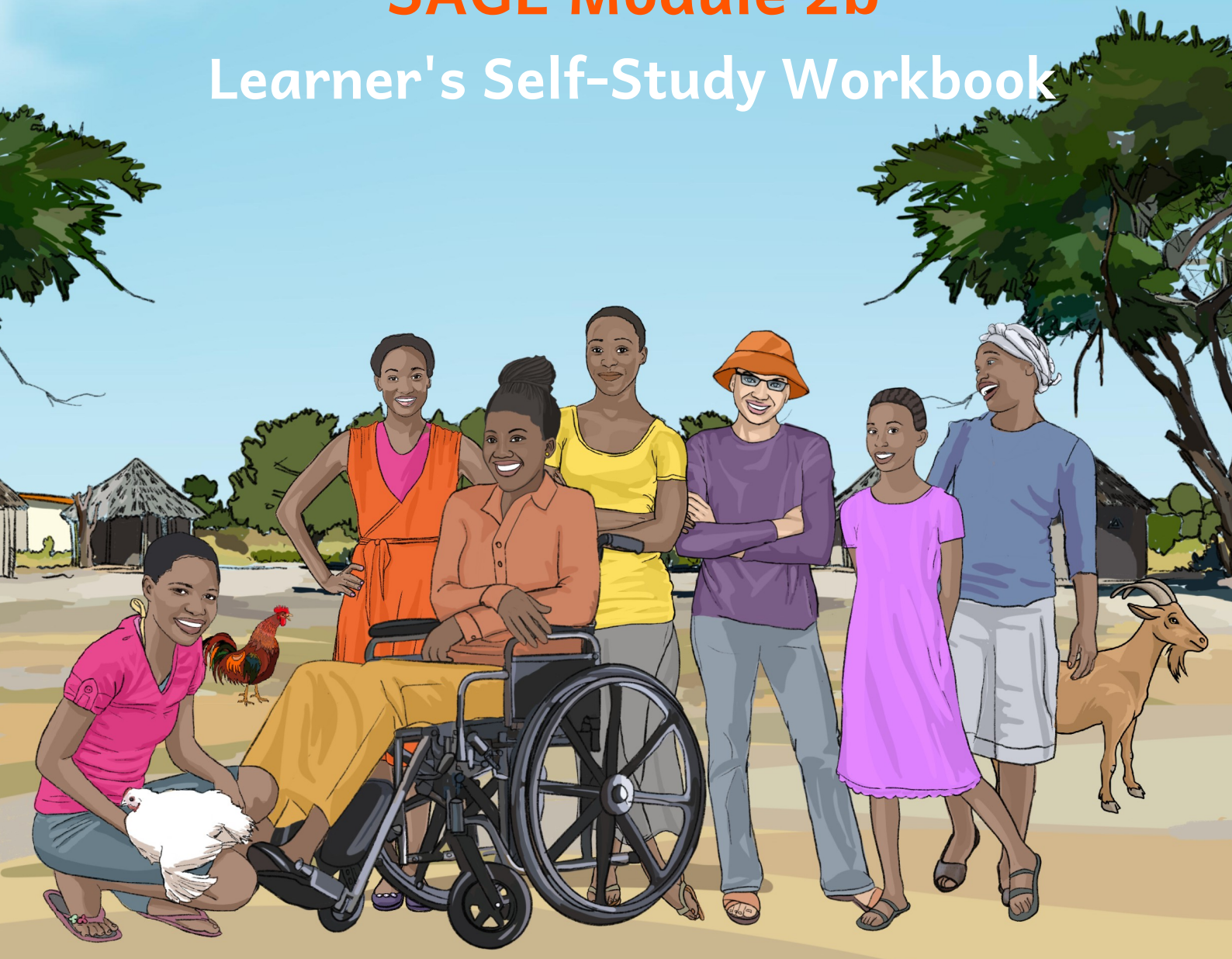




SAGE Module 2b

Learner's Self-Study Workbook



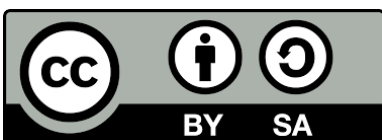
Name:

Welcome to the SAGE Learner's Self-Study Workbook. The activities in this workbook will help you practise at home things you learn in the hub sessions. We hope that you will find learning fun, enjoy each activity and make lots of new friends.

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

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

© The Open University, September 2020



This content is licensed under a Creative Commons Attribution-ShareAlike 4.0 License
<https://creativecommons.org/licenses/by-sa/4.0/>

Any third-party material that is excluded from this licence is outlined in the Acknowledgements.

Important information about safeguarding – Kalanga

Zila yawukalingilila bhakhwa nayo nebanohingila SAGE, mavolontiya kose nekomiti yentunhu wenyu yakalingidzana ne SAGE

1. Wose nhu wakalingiligwa kuti akupe mamo kakale uzwiwhe wakasununguka uwhiligwa. SAGE inotola lunhatsho gwayinotipa nemoyo wayo wose. Banhu bawhola nebamwe badiyiwa banolingiligwa kuti bazuwisane nawe belakidza bunhu. Ikuu kolakidza bukulu mulunhambo gwe SAGE.
2. Bahingi be SAGE, banodiya muzwidiyo zweSage, bekomiti ngabahangane nebanodiya pamitunhu ipatjena. Bahingi ibabo basongobe nawemungumba uliwoga dendele lakahhaligwa.
3. Akunanhu unobvumigwa kuti akuwhise zogwadza ehingisa lulimi gusakanaka, ekusola, ekubhata nezila yakasiyana nebamwe (setjifaniso ugala ukumbigwa kuti usale apekwele tjabhuda kene mihangano yemakilabhu yapela), kubadziwa kene kumbigwa kuti uthame zwinhu zwingakubhate nezila yakanaka.
4. Ape ungabudza umwe we SAGE kene unozwipila nebhatsha kuti awuzosununguka kene nozwiwa wakamanikana ngentha yengina kuko muzwidiyo, SAGE yakafanila kukubhatsha kuti uzwiwhe wakadzibiligwa.

Akuna unobvumigwa kuti azwibhate nezila inokuthama kuti usisununguke uzwiwhe wakamanikana.

Lubhatsho ungaguwana mu SAGE ape uzwiwha wakamanikana, kene ape uziba umwe unohaka lunhatsho. Nezila dzinotobela tokwanisa bhatsha kene pa mano:

- Lebeleka nenhingi we SAGE kene unobhadza wawunozwicalabgwe naye.
- Unga lidzila Childline pa namba dzinoti 116. Ndibo banobhatsha banha nebatjakula. Wakafanila wana nhala koga awutohaka kuti ube nemari ape ulidza, unolidza mahara.
- lidzila wofisi whulu yePlan International munamba dzinotobela 08677000201.
- Unga kwalila ntungamili wedzibiligwa kwebana paludandi gunoti child.protection@plan-international.org.
- lidzila Safecall inolobela wofisi whulu ye Plan International pa namba dzinoti +44 1915167774 (kene usina mari panhala uwo, akuna mari inohakika kuti ulidze).

Pa ulidza, awuzofanila budza bawunolidzila zina lilo, pa usinga de.

Kose kwawunoleba kogala kwakasumbikiwa.

Se ndiyiwa weSage, tokumbila kuti ube nebunhu mubamwe badiyiwa nebanhu bawuno hangana nabo mulunhambo gweSage. Pa mamo bawunodiya nabo kose nebanha babo nezila yawunolebeleka kene uzana nabo. **Whoku kobhatsha kuti banhu bose badzibiligwe kakale begale bakahana.**

Important information about safeguarding – Ndebele

Indlela okumele likhangelele ukuphathwa ngayo yizisebenzi zePlan ezikuSAGE, abasebenza ngokuzinikela lamalunga ekhomithi

1. Umuntu wonke kumele akuphathe ngenhlonipho njalo uzizwe uvikelekile njalo bekulalela. Uhlelo lweSAGE luqakathekisa izifiso zenu. Abadala labafundi bonke kumele baxoxisane njalo bekuphathe ngenhlonipho. Lokhu kuqakathekile kuhlelo lweSAGE.
2. Bonke abasebenza kuhlelo lweSAGE labo bonke abaxhasane labo kumele behlangane labafundi bengamaqembu njalo behlangana emphakathini. Akuvunyelwa ukuba wedwa lesisebenzi seSAGE endlini evalekileyo.
3. Akula muntu okumele akuhlukumeze ngolimi olubi, akuchothoze, kumbe akuphathe okwedlula okwabanye (njengomzekeliso athi usale muva wedwa ngemwa kwezifundo) acine esekwenzisa into ongazifuniyo
4. Nxa ungazisa izisebenzi zeSAGE, iqembu lalapho ofundela khona kumbe omunye wekhomithi ukuba awuhlalisekanga kuhle kumbe uzwa ungakhululekanga iSAGE kumele ikuncedise uze ukhululeke.

Akula muntu olelungelo lokwenzisa lobayini ongakwenza uzwise ungavikelekanga. Khumbula asimlanduwakho

Siyacela utshele omunye nxa usizwa ungahlalisekanga loba usazi omunye ongabe esesimeni esifanayo. Ngendlela le siyancedisana.

- Khuluma lesisebenzi seSAGE, omunye weqembu lalapho elifundela khona kumbe owekhomithi ozwa ukhululekile ukumbikela njalo umthemba.
- Tshayela abe Childline Zimbabwe ucingo ku116. Laba banceda abantwana labasakhulayo (akudingakali mali yocingo).
- Tshayela abe Plan Zimbabwe ucingo ku08677000201.
- Bhalela okhangela ezokuvikela abantwana ePlan Zimbabwe uthi child.protection@plan-international.org
- Tshayela ucingo eSafecall ezatshayela iPlan International Global Hub: +44 1915167774 (akudingakali mali yocingo)

Nxa utshaya ucingo awukhulumi ibizo lakho uma ungafuni.

Konke ozakukhuluma kuyifihlo.

Njengesifundi esikhlelo lweSAGE siyacela ubelomusa kwabe ntanga yakho labantu ohlangana labo kunhlelo zeSAGE. Phatha abentanga yakho njalo labantwana babo ngenhlonipho lapha ukhuluma kumbe udlala labo. **Lokhu kuzakwenza wonke umuntu ehle evikekile njalo ejabulile.**

Important information about safeguarding – Shona

Zvamunotarisa kubatwa kana kuchengetedzwa nevashandi, vadzidzisi veSAGE nevamwe vemunharaunda dzatigere

1. Munhu wese anofanirwa kubatwa zvakanaka, zvine hunhu pamwe chete nekuchengetedzeka uye kuteererwa. Isu veSAGE ibasa redu kuona kuti izvi zvaitwa mune zvakanaka. Vanhu vakuru ne vamwe vadzidzi vanokurudzirwa kutaura nesu uye kuratidzira rudo nekushandizana zvakanaka, nekuti izvi zvakanakosha paproject yeSAGE.
2. Vashandi veSAGE, vedzidzisi vemuma habhu uye makomiti memba vanokurudzirwa kusangana nevadzidzi muzvikwata zvavo mudzinharaunda dzavo. Hazvitenderwe kuti vange vari voga nevadzidzi muimba imwe chete.
3. Hakuna anotenderwa kutsamwisa/kugumbutsa mumwe nekushandisa mutauro usina kunaka, vachitaura zvisina tsarukano, pamwe chete nekukufarira zvaka pfuurikidza zvinoitwa vamwe, (semufananidzo wekunzi panopera zvidzidzo uzonzi sara wega vamwe vachienda kumba) kuita zvinokuvadza kana kuitiswa zvinhu zvinogona kukuita kuti usasununguke pane vamwe uye pane zvaunenge uchiita.
4. Kana uchinge wazivisa vashandi veku SAGE kana vanoshandizana neSAGE munharaunda nezvekusasununguka kana kusachengetedzeka kwako/kwenyu, SAGE inovimbisa kukubatsirai kuti muchengetedzwe zvakanaka.

Hakuna munhu anekodzero yekuita hunhu hunoita musasununguke kana kunwa kuchengetedzeka, rangarira kuti kana hunhu uhwu hwaitika haisi mhosva yako.

Tinokumbirisa kuti muzivise vanokwanisa kukubatsirai uyezve kana muchiziva munhu wacho zvakare, kana uchiona kuti hauna kuchengetedzeka kana kusununguka pauri. VeSAGE vanokwanisa kukupa rubatsiro rwakakodzera.

- Taurirai vashandi veSAGE kana vanodzidzisa munharaunda dzenyu
- Munokwanisa kufonera veChildline Zimbabwe pa116, vanobatsira vechidiki (apana mari yemufoni inodiwa, kufona pachena)
- Fonera vePlan International Zimbabwe pa08677000201
- Tumira tsamba kuna Child Adviser wePlan Zimbabwe pa child.protection@plan-international.org
- Fonerai veSafecall vanozobatawo vePlan International Global Hub: pa +44 1915167774 (apana mari yemufoni inodiwa, kufona pachena)

Pamunochaya runhare hamumanikidzwe kutaura zita kana muchinge musingade.

Zvose zvamuchataura zvichachengetedzeka kuti zvisazivikanwa nevakawanda.

Semudzidzi we SAGE tinokumbirisa kuti mudzidze nekushanda pamwe chete zvakanaka zvisina mhirizhonga pane zvose zveSAGE zvamunenge muchiita. Kubatana zvakanaka nevamwe uyezve nevana vadiki vose pakutaura nepakuita. **Izvi zvinotibatsira kuti munhu wese ange akachengetedzeka uyezve nemufaro.**

Important information about safeguarding - English

How you should expect to be treated by SAGE staff, hub team and committee members in and outside the hub

1. EVERYONE should treat you with respect and make sure that you feel safe and listened to. SAGE has your best interests at heart. Adults and other learners should always talk to you and act with you in a kind way. This is very important to the SAGE project.
2. SAGE staff, hub team, or committee members should meet with learners in groups and in public. They should not be alone with you in a room with a closed door.
3. No one should make you feel sad by using bad language, criticising you, giving you special attention (for example, always asking you to stay behind on your own after hub sessions), hurting you or asking you to do things that make you feel uncomfortable.
4. If you tell any SAGE staff, hub team, or committee member that you do not feel safe or are unsafe, the SAGE project must help you to feel safe.

No one has the right to behave with you in a way that makes you feel unsafe, remember that this is never your fault.

Please tell someone if you feel unsafe or if you know that someone is. This way we can help and provide support.

- Talk to a SAGE staff, hub team, or committee member you trust.
- Phone Childline Zimbabwe: 116. It is a service to support children and young people. (No airtime needed, it is free.)
- Phone Plan Zimbabwe 08677000201.
- Email the Child Protection Adviser at Plan Zimbabwe child.protection@plan-international.org
- Phone Safecall which will contact Plan International Global Hub: +44 1915167774 (No airtime needed, it is free)

For calls, you do not have to tell your name if you prefer not to.

Everything you say will be private.

As a SAGE learner we ask you to be kind to your fellow learners and people you are in contact with in SAGE activities. Treat your peers as well as their babies with respect in the way you talk to them and play with them. **This will make sure that everyone stays safe and happy.**

SAGE Learner's Self-study workbook

Module 2b: Making plans and practising my skills

Contents

Unit 1: A baby goat	Page 6
Unit 2: Wash your hands!	Page 14
Unit 3: Chido Govera's story	Page 26
Unit 4: What have we got to lose?	Page 35
Unit 5: Many hands make light work	Page 46
Unit 6: It's time for a sight test	Page 55
Unit 7: A school uniform for Rudo	Page 65
Unit 8: Don't forget your dreams	Page 79
Unit 9: Applying for a training course	Page 92
Unit 10: Vimbai's Plan B	Page 101
Appendix 1: Numeracy resources	Page 113
Appendix 2: Reading simple texts	Page 116
Acknowledgements	Page 128

Unit 1: A baby goat

Literacy and Learning English

A. Literacy. Look at the picture. What is Rudo doing? Can you guess why she is doing it?



B. Literacy. Now read the story.

English

A baby goat

Rudo held the tiny baby goat in her arms. She was at home with her sister Vimbai, and Vimbai's new friend Thandiwe. Vimbai was holding a bottle of milk to the kid's mouth.

"Do you want to feed her?" she asked Thandiwe.

"OK," said Thandiwe with a smile, and took the bottle.

"She's hungry," Thandiwe said. "What happened to her mother?"

"We don't know," said Vimbai. "She disappeared yesterday. Now

we've got to look after her baby.”

“Can you get another mother goat to look after her?”

“It's too late. You can only do that when the kid has just been born.

This one is a few days old.”

“What are you going to do?” Thandiwe asked.

“We'll have to feed her until she's old enough to look after herself,” said Vimbai. “We're giving her milk from one of our other goats.”

“I think she's had enough now,” said Rudo, and put the kid back in a box full of straw.

“It isn't going to be easy,” said Vimbai. “We'll have to find out lots of things.”

“But it'll be worth it,” said Rudo. “Look at her. She's so cute!” Then she kissed the little goat.

“Don't kiss the goat!” said Vimbai. “It isn't clean!”

Story summaries

English

Vimbai and her younger sister Rudo were at their home. They were with Thandiwe, Vimbai's new friend. A baby goat's mother disappeared, but they don't know why. The girls are going to look after the baby goat until it can look after itself. They fed the baby goat with milk from another mother goat. After they fed it, Rudo kissed the baby goat. Vimbai told her not to do that, because it wasn't clean.

Shona

Vimbai nemunin'ina wake Rudo vanga vari kumba kwavo. Vakanga vaina Thandiwe, shamwari itsva yaVimbai. Mbudzi yaive nezamu yakangoshaika, havana kuziva kuti sei. Vasikana vaizochengeta mbudzana yacho kusvikira yava kugona kuzvichengeta yega. Vakapa mbudzana iyi mukaka kubva kune imwewo mbudzi yaiva nezamu. Mushure mekunge vaipa mukaka, Rudo akaitsvoda. Vimbai akamuudza kuti asaita kudaro nekuti yaiva iine tsvina.

Ndebele

UVimbai lomnawakhe oyinkazana uRudo babengekhaya. BabeloThandiwe, umngane kaVimbai omutsha. Imbuzi elezinyane yanyamalala kodwa abakwazi imbangela yalokhu. Amankazana la ayamunyisela izinyane leli kwenye imbuzi elezinyane. Bathi sebeqedile

ukulimunyisela, uRudo waliqabuza izinyane. UVimbai wathi angakwenzi lokhu ngoba akuhlanzekanga

Kalanga

Vimbai nenun'una uwe wetjisikana Rudo bake balikanyi kwabo. Bake bena Thandiwe nkhwinya waVimbai ntshwa. Mbudzi inatjibudzana yakalahika, koga abazotjaziba kuti kwake kwatatjini. Basikana banolisa tjibudzana itjetjo kuswika tjabe mbudzi yakula. Bakatjimwisila kuna yimwe mbudzi inatjibudzana. Bapedza tjimwisa, Rudo wakatjiputa tjibudzana. Vimbai waka mbudza kuti asijalo ngobe tjinahambwa.



C. Literacy. Answer the questions.

1. Who is Thandiwe?
2. Why were the girls looking after the baby goat?
3. What food were they giving to the baby goat?
4. What did Rudo do after they fed the baby goat?
5. What did Vimbai say about that?

D. Learning English. Find words in the story with these meanings. Write them and say them.

1. A baby goat _____
2. To give food to a person or animal _____
3. If something has suddenly gone away, it has dis_____.

Module 2b

E. Learning English. Can you guess the words? The other letters are below.

bi ho whi pa i ru pho sa

1. It make drinks cold. _____ce
2. It's the opposite of 'dangerous'. _____fe
3. They are in books. You are looking at one now. _____ge
4. You ride it. It has two wheels. _____ke
5. You use it to draw a straight line. _____ler
6. You live here. _____me
7. You can call someone with it. _____ne
8. It's the colour of milk. _____te

Make more words. Use the letters below, or others. Say the words, and say what they mean.

-ce _____ -fe _____

-ge _____ -ke _____

-le _____ -me _____

-ne _____ -te _____

a	alo	fa	ho
hu	kni	li	ma
ni	no	sa	smi
sto	ta	ti	wri

F. Literacy. Read the article and answer the questions

Feeding a baby goat: What do you need?

You can feed a kid with a baby's bottle. Of course, if you do this, do not then use the bottle for a baby.

You can also use an ordinary bottle with a teat from a baby's bottle on the end. A half litre drink bottle is perfect. If you do not have a teat from a baby's bottle, you can use a finger cut from a rubber glove. Make a small hole in the end, and then put the finger over the mouth of the bottle.

If possible, use milk from another goat. If this is not possible, you can buy special milk powder for baby goats. If there is nothing else, you can use cow's milk, but this is not ideal.



1. Say three types of feeding bottle you can use.
2. Say three types of milk you can use.
3. Why do you think cow's milk is not ideal?

G. Learning English: Drama

Plan and act a conversation with Vimbai and Rudo. They want to find out when their baby goat needs other food, not just milk. They also want to find out what food they should give it. How can they find out? What are they going to do? You can start with...

Rudo: When does she need other food, not just milk?

Vimbai: I don't know. Let's...

H. Literacy: Writing

You can write the conversation from G in the pages at the back of this book.

Numeracy

1. Making and reading tally charts

A tally chart is a way of keeping a record of data. Marks are grouped together in fives to make them easy to count.

Here is a tally chart to show which fruit girls in the hub like. How many like each fruit? Which is most popular? Which is least popular?

Banana	
Mango	
Orange	
Apple	
Guava	
Pomegranate	

2. Market research

Before you start a business, you must do **market research** to find out if people in your area would be interested in your product. Start by asking simple questions and recording the answers on a tally chart.

Nomathemba is going to start a business raising goats. She knows people will eat goat meat, but she wants to know if they would buy goat milk and cheese.

On the next page is the table she made to keep a record of what she found out.

- Write how many people said 'yes' and 'no' to the questions.
- Do you think she should sell milk and cheese?



Do you like goat milk?	
Yes 	No
Did you know that goat milk is very healthy?	
Yes 	No
Would you buy goat milk if it was cheaper than cow's milk?	
Yes 	No
Would you buy goat cheese?	
Yes 	No

Do you have an idea for a business? Write some questions to ask in your market research.

3. How much milk?

Look at the table below. How much milk will the baby goat drink when it is 5 days old?

Table to show how much milk a baby goat needs each day

Age of baby goat	Amount of milk	Number of times a day
2- 10 days old	170ml	5 times
11-21 days old	340ml	4 times
21 days-weaning	470ml	3 times

Module 2b

For example

$$5 \times 170\text{ml} = 850\text{ml}.$$

When it is 5 days old the baby goat will drink 850ml of milk.

x	100	70	0	Total
5	5 x 100 500	5 x 70 350	5 x 0 0	500 + 350 850

Questions

1. How much milk will the baby goat drink when it is 18 days old?
2. How much milk will the baby goat drink when it is 25 days old?



Unit 2: Wash your hands!

Literacy and Learning English

A. Literacy. Look at the picture. Where is Rudo (on the left)? What's the other person's job? Can you guess why Rudo is there?



B. Literacy. Now read the story.

English

Wash your hands!

Rudo and Vimbai were at their SAGE hub. Vimbai was telling their friends about their baby goat. Rudo wasn't saying anything.

"Hey, Rudo, what's the matter?" said Thandiwe. "You look terrible."

"I feel terrible," said Rudo. "I've been sick three times, and I'm shaking,"

The Community Educator was standing nearby. "I think you should go

to the clinic,” she said. “It’s only ten minutes walk from here. Vimbai, go with her.”

“We haven’t got any money to pay for it,” said Vimbai.

“I’ve got enough. I’ll lend it to you,” said Thandiwe. “I’ll come too.”

At the clinic, the nurse took Rudo’s temperature and looked at the thermometer.

“Your temperature’s normal,” she said. “I don’t think it’s anything very serious. Have you eaten any food that wasn’t fresh?”

“No,” said Rudo. “And I was fine earlier today. I was looking after our baby goat.”

“Did you wash your hands after you touched it?” asked the nurse.

“Erm... I don’t remember,” said Rudo.

“It’s very important to wash your hands with soap often,” said the nurse. “And always do it after you touch an animal.”

The nurse told Rudo to drink lots of water and rest until she felt better.

As the three girls were walking back to the SAGE hub, Rudo said, “I love looking after animals. I think I’d like looking after people too. Maybe one day I’ll work in a clinic.”

Story summaries

English

Rudo was at SAGE session. She felt sick. The Community Educator told her to go to the clinic. Vimbai and Thandiwe went with her. Thandiwe said she could lend the money to pay for the clinic. At the clinic, the nurse took Rudo’s temperature. She said that Rudo’s illness wasn’t serious. Rudo said that she was looking after a baby goat. The nurse told her it was very important to wash her hands with soap often, and always after touching an animal. After they left the clinic, Rudo said that in the future perhaps she will work in a clinic.

Shona

Rudo aiva kuzvidzidzo zveSAGE. Akatanga kurwara. Mudzidzisi wemunharaunda akamuudza kuti aende ku-'clinic'. Vimbai na Thandiwe vakaenda naye. Thandiwe akati aigona kukweretesa mari yekubhadhara ku-'clinic'. Ku-clinic, mukoti akaongorora kudziya kwemuviri wake. Akaona kuti kurwara kwaRudo kwakanga kusingatyisi/ kusina kunyanya. Rudo akataura kuti akanga achichengeta mbudzana. Mukoti akamutaurira kuti zvainge zvakakosha kuti ageze maoko ake nesipo nguva nenguva, uyezve pese paanenge abata mhuka. Mushure mekunge vabva ku-'clinic', Rudo akati pamwe aizoshanda mu-clinic mune ramangwana.

Ndebele

URudo wayesezifundweni zeSAGE. Wazizwa engaphilanga kuhle emzimbeni. Umbalisi wamtshela ukuthi aye eclinic. UThandiwe loVimbai bahamba laye. UThandiwe wathi engamboleka imali yokubhalisa eclinic. Eclinic umongikazi wahlola uRudo ukuthi tshisa kangakanani. Wabona ukuthi ukugula kuka Rudo kwakungasikho lokwana okwethusayo. URudo wathi wayegcine izinyane. Umongikazi wamtshela ukuba kuqakathekile ukugeza izandla ngesepa ngazo zonke izikhathi, njalo langemuva kokubamba izifuyo .Sebesuke eclinic, uRudo wathi enxenye ngelinye ilanga ngizasebenza eclinic.

Kalanga

Rudo wake alimuzwidiyo zveSage. Waka wha egwala. Ndiyi uwe wakawumbudza kuti ande ku kiliniki. Vimbai naThandiwe bakawumpeleka. Thandiwe wakati engawuhadzima mari yelipa kukililiki. Ku kiliniki kwake kuna wongi wakatola pisa kwembili uwe. Wakabona kuti gwala kwaRudo kwakusakasima. Rudo waka mbudza kuti wake thokomela tjibudzana. Wongi wakambudza neqakatheka kwengula maboko lubaka gose kakale angule apedza bhata mhuka. Babhuda kukililiki, Rudo wakaleba kuti mutjibaka tjinohha pamwe wayewo hinga mukililiki.

Module 2b

C. Literacy. Answer the questions.

1. Why did the Community Educator tell Rudo to go to the clinic?
2. Who went with Rudo to the clinic?
3. How is Rudo going to pay at the clinic?
4. Was Rudo's sickness serious?
5. Why do you think Rudo was sick?
6. What did the nurse tell Rudo to do?
7. What did Rudo say after they left the clinic?

D. Literacy. Complete the sentences with the words from the story.

nurse shaking sick soap temperature thermometer

1. You take somebody's _____ with a _____.
2. Rudo was _____ three times, and she was _____.
3. The _____ told Rudo to wash her hands often with _____.

E. Learning English: Say the sounds of the letters in red. Find the words from the story and put in the missing letters. Say the words, and say what they mean.

ay ck ea er oa oo sh th
 l ___ k ___ ree p ___ h ___
 ___ ten wa ___ s ___ p ba ___

Find the words in the story. Say the sentence. Say what the word means. Copy the word.

<i>their</i> _____	<i>friend</i> _____
<i>was</i> _____	<i>should</i> _____
<i>walk</i> _____	<i>money</i> _____
<i>touch</i> _____	<i>water</i> _____



F. Learning English: Drama

Work in pairs. You are Vimbai and Thandiwe. You are in the clinic. Thandiwe can't see very well because of her albinism. Look at the poster on the left. Vimbai describes the picture on the poster and reads it to Thandiwe.

Look at the poster on the right. What do the underlined words mean? Swap roles. Again, Vimbai describes the picture and reads the words.

Wash your hands!



Always wash your hands **with soap**

- after you go to the toilet
- before you eat
- before you touch food
- after you touch animals
- after you do anything that makes your hands dirty

Mosquitoes can kill!



Mosquitoes carry malaria.

- Sleep under a mosquito net.
- Wear long clothes in the evening.
- Don't leave water for mosquitoes to breed in.

G. Literacy. Make a poster

Look at the poster in the background in the picture at the start of the story. It shows six stages of washing your hands with soap. Discuss what these are and make a list.

Make a poster on the next page. Write an instruction for each stage. Draw pictures if you can.



H. At home: Writing

What did Rudo say to her other friends when she returned to the SAGE hub from the clinic? Write a conversation. You can write it in the pages at the back of this book.

Numeracy

1. Patterns in number sequences

Clap

Here is a 'clap' sequence. What are the missing numbers?

1	2	clap	4	5	6	clap	8
9	10	11	12	clap	14	15	16
clap	18	19	20	21	22	clap	24
25	26	clap	28	29	clap	clap	clap

Fizz, buzz

Here is a 'fizz buzz' sequence. What are the missing numbers?

1	2	3	4	fizz	6	buzz	8	9	fizz
11	12	13	buzz	fizz	16	17	18	19	fizz

Stand up, sit down sequences

Here is a sequence for counting in 3s. What are the missing numbers?

3	6	9		15	18		24		30
---	---	---	--	----	----	--	----	--	----

Module 2b

Here is a sequence for counting backwards in 4s. What are the missing numbers?

40	36		28	24		16		8		0
----	----	--	----	----	--	----	--	---	--	---

Decide what the missing symbol stands for on the number square. Write the number underneath the symbol. Show to your partner. Do you agree?

101	102	103		105	106	107	108	109	
111		113	114	115			118	119	120
121				125	126	127	128	129	
	132	133	134			137	138	139	140
			144	145	146				

Fill in the missing number on the number track. Show to your partner. Do you agree? You can use the number grid to help you.

125	120	115		105	100			85	
-----	-----	-----	--	-----	-----	--	--	----	--

Make up three sequences of your own. Put the first three numbers and the last number into the boxes. Show to your partner. Can they work out the missing numbers?

Three sequences of boxes connected by arrows, intended for students to create their own number sequences. Each sequence consists of eight empty boxes with red arrows pointing from left to right between them.

2. Visiting the medical centre

Visitors to the medical centre on 1st June

Patient 1	200km	Patient 11	198km
Patient 2	120km	Patient 12	156km
Patient 3	130km	Patient 13	87 km
Patient 4	38km	Patient 14	139km
Patient 5	125km	Patient 15	102km
Patient 6	34km	Patient 16	43km
Patient 7	148km	Patient 17	7km
Patient 8	145km	Patient 18	135km
Patient 9	15km	Patient 19	134km
Patient 10	78km	Patient 20	114km

Module 2b

Distances in order

Order the distances from greatest to smallest and write them in the space below.

Putting the distances into groups

Make a tally chart to show the number of patients in each category. Check that the total of your tally marks is 20.

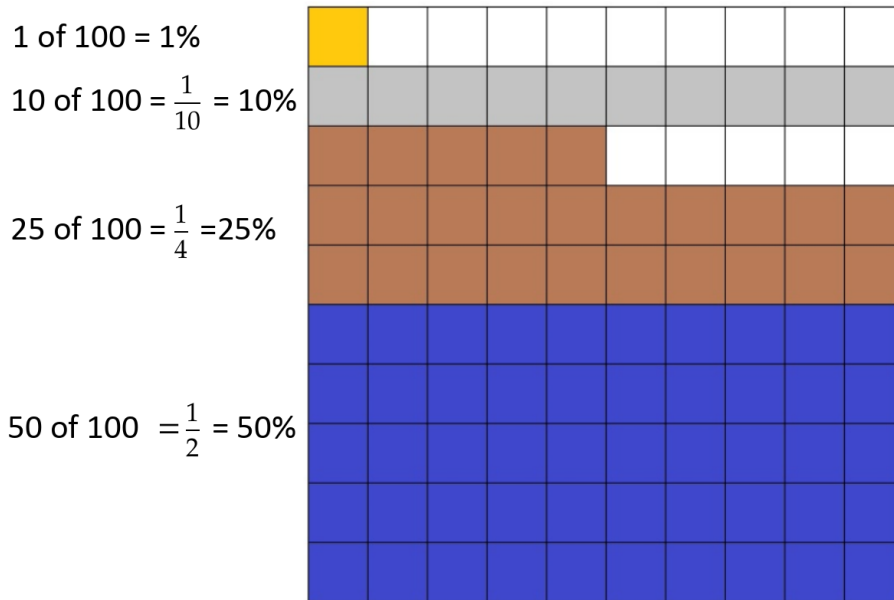
Less than 50km	
50 – 99km	
100 – 149km	
150 – 200km	
More than 200km	

Work in pairs to decide if the three statements are true or false. There is a reminder about percentages from Module 2a below to help you.

True or false?

- 50% of patients travelled between 50 and 99km
- 25% of patients travelled less than 50km
- 50% of patients travelled less than 100km

Percentages Reminder



3. Who visits the medical centre?

Visitors to the medical centre

	1 st June 50 people	8 th June 40 people
Boys	50%	25%
Girls	10%	25%
Men	20%	30%
Women	20%	20%

Questions about 1st June

- How many people visited the medical centre?
- How many boys visited the medical centre on 1st June?
- How girls visited the medical centre on 1st June?
- How many men visited the medical centre on 1st June?

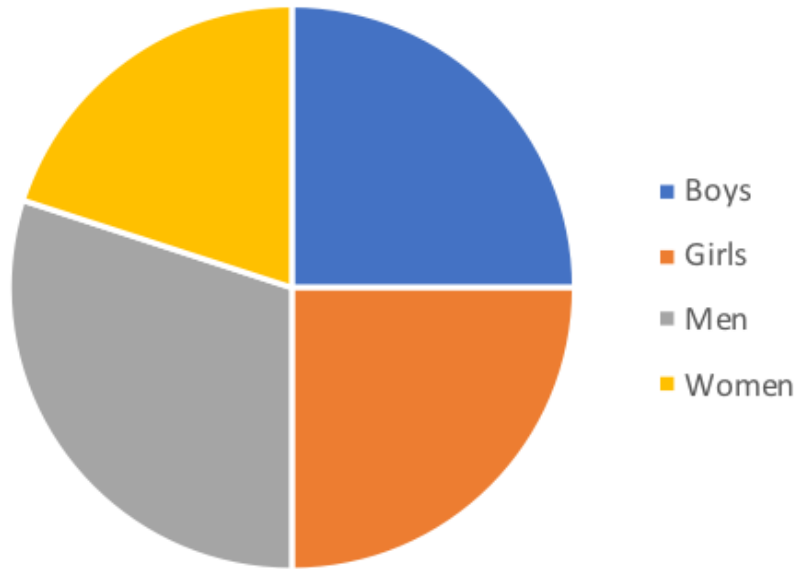
Questions about 8th June

- How many girls visited medical centre on 8th June?
- How many women visited the medical centre on 8th June?

Which graph shows 1st June? Which graph shows 8th June?

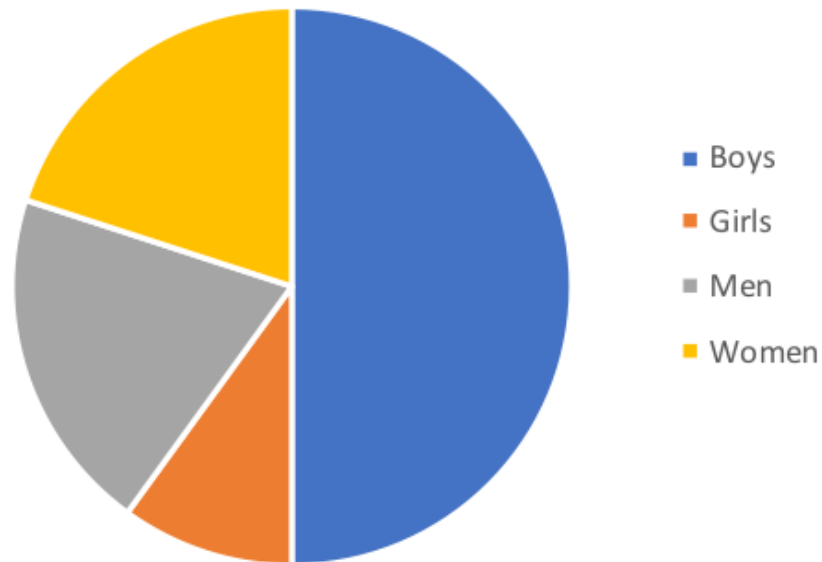
Date:

Visitors to the medical centre



Date:

Visitors to the medical centre



Unit 3: Chido Govera's story

Literacy and Learning English

A. Literacy. Look at the picture. What do you think is growing from the bags?



B. Literacy. Now read the story.

English

Chido Govera's story

Chido Govera and her brother were orphans. They lived with their grandmother in a small village. They didn't have any land or money. When she was 9, Chido had to drop out of school because her grandmother couldn't pay for it. She worked in other people's fields just to get a little food her brother and grandmother. When she was 11, a woman came to the church in her village. She spoke to the girls and young women about farming mushrooms. She invited them to go on a short course to learn about growing mushrooms in the stalks and leaves left over from growing maize. Chido was very interested, because she wanted to get money to feed herself, her brother and her grandmother.

Chido learned a lot about this type of mushroom farming. To do it, you don't need a lot of money or space. Mushrooms don't need light to grow, so you can farm them inside. The mushrooms can grow in the waste left over from farming maize or coffee. You only need some plastic bags, some gloves, water and spawn. ('Spawn' is the name for the seeds of the mushrooms.) The mushrooms take from one to three weeks to grow. Chido worked hard and became an expert on growing mushrooms in this way. She started making enough money to feed her family. Now Chido travels around Zimbabwe and other countries. She teaches girls and young women how to grow mushrooms so they can change their lives.

Story summaries

English

Chido Govera was an orphan. Her grandmother couldn't pay for her to go to school, and she dropped out. A woman came to her village and spoke to the young women about growing mushrooms. Chido went on a short course. She learnt how to grow mushrooms with what's left over after growing maize. It only needs plastic bags, gloves, water and spawn. 'Spawn' is mushroom seeds. The mushrooms take one to three weeks to grow. Chido became an expert in doing this. Now she travels around and teaches other girls and young women how to do it.

Shona

Chido Govera aiva ari nherera. Ambuya vake vaisakwanisa kumubhadharira mari yechikoro, nokudaro akasiira chikoro panzira. Mumwe mukadzi akauya kudunhu rekwavo akataura kune vakadzi vechidiki nezvekurima hohwa. Chido akaenda kuchidzidzo chakapfupikiswa. Akanodzidza kurima hohwa nezvinenge zvasaririra pakurima chibage. Zvinongoda ma-'plastic', magirovhosi, mvura nemhodzi yehohwa inonzi 'spawn'. Hohwa dzinitora nguva inobva vhiki rimwe kusvika mavhiki matatu kuti ikure. Chido akava shasha yekuita izvi. Iko zvino anofamba achidzidzisa vamwe vasikana nevakadzi vechidiki kuti zvinoitwa sei.

Ndebele

uChipo Govera wayeyintandane. Ugogo wakhe wayengenelisi

ukumbhadalela esikolo, wacina engasayi esikolo. Kwabuya omunye umama esigabeni sabo waxoxisana labomama abasakhulayo ngokulima amakhowa. UChipo wangena kuzifundo zokulima amakhowa okwesikhatshana. Wafunda ukusebenzisa amahlanga omumbu ekulimeni amakhowa. Kudingeka iplastic, amagloves, amanzi losaba kuphela Usaba yinhlanyelo yamakhowa. Amakhowa athatha iviki elilodwa kusiya kwamathathu ukuthi akhule. UChido waba yincitshi ekwenzeni lokhu. Kathesi sebhoda efundisa abanye omama abasakhulayo ukuthi kwenziwa njani.

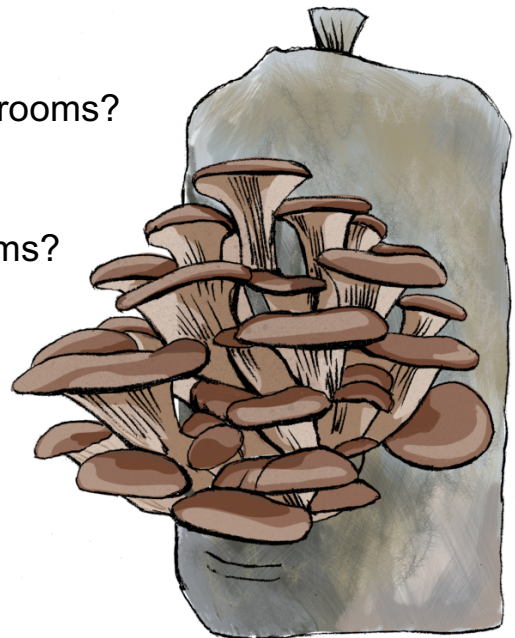
Kalanga

Chido Govera wake ali siyangwa. Kuku babe besingatubule wumbhadalila mari yekwele, kadzina kasiya esanhu kapedza. Kwaka hha nkadzi muntunhu uwe kalebeleka nelima watjulo. Chido wakathama khosi yetshibakanyana. Wakazwidiya lima watjulo ehingisa kunosala kwalimiwa tjimanga. Kohaka mapulasitiki, magilovusi, vula nemudzi dzewatjulo dzinodangwa netjikhwa kuyi “spawn”. Watjulo dzinotola hhuba kunda kumahhuba matatu kuti dzikule. Chido wakabe nyambi mulima watjulo. Kwangwenu wenda epoteleka ediya bamwe basikana nebatjakula kuti kotiwa tjini.

C. Literacy. Work with a partner.

Drama: One is the interviewer, and one is Chido Govera. Ask the questions, and answer them in your own words.

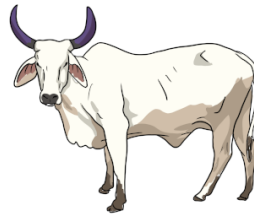
1. Why did you drop out of school?
2. How did you first hear about growing mushrooms?
3. How did you learn to grow mushrooms?
4. What things do you need to grow mushrooms?
5. How long do they take to grow?
6. What do you do now?



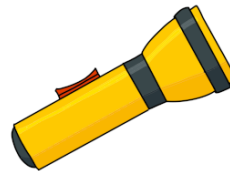
D. Learning English. Find words in the story with these meanings. Write them and say them.

1. A child whose parents have died _____
2. Rubbish, something you throw away _____
3. You wear them on your hands _____
4. A person who knows a lot about a subject _____

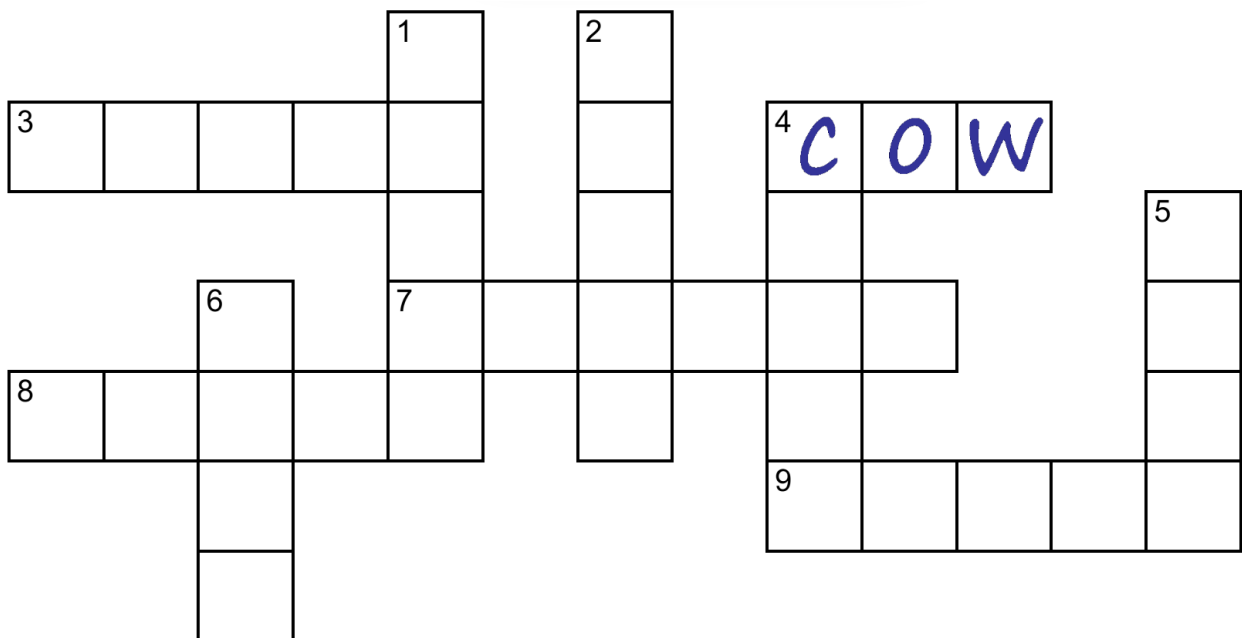
E. Learning English. Do the puzzle. Say the words.



1. r s h u b 2. n s o o p 3. a i r c h 4 → o w c 4 ↓ e s s c h



5. d l l o 6. r e e t 7. e r o w s h 8. o r t c h 9. a i s l n



F. Literacy. Read the article and answer the questions about it.

The Future of Hope Foundation is based in Zimbabwe, and it works in other African countries too. It was started by Chido Govera. It is famous for helping young women to start growing mushrooms. But it does other things too. These things include:



- Giving education to orphans
- Organising grandmothers and younger women to work together to improve their communities
- Teaching people how to grow food in a better way and with less waste
- Helping people to look after the natural world around them

Website: thefutureofhope.org

1. Where is The Future of Hope (TFoH) based?
2. Where does TFoH work?
3. Why is it famous?
4. What other work does it do?

G. Learning English: Drama

Work with another person. One person doesn't know anything about The Future of Hope Foundation. The other person knows about it. Ask and answer questions.

A: What's The Future of Hope Foundation?

B: It's an organisation. They...

where / based ? where / work?

why / famous ? other work?

H. At home: Writing

Thandiwe doesn't know anything about The Future of Hope Foundation. Vimbai tells her about it. Write their conversation. You can do it on the pages at the back of this book.

Module 2b

Numeracy

1. Patterns in multiplying and dividing by 10 and 100

Can you see the pattern? Fill in the rest of the grid.

100	10	1	0,1	0,01
200	20	2	0,2	0,02
300	30	3	0,3	0,03
400	40	4	0,4	0,04
500	50	5	0,5	0,05

Using a grid to divide by 100

For example, $243 \div 100 = 2,43$

Say	Do				
I am going to divide 243 by 100. I will put one counter on 200, one on 40 and one on 3.	100	10	1	0,1	0,01
	200	20	2	0,2	0,02
	300	30	3	0,3	0,03
	400	40	4	0,4	0,04
	500	50	5	0,5	0,05
I will move each counter two places to the right to divide by 100. 200 divided by 100 is 2. 40 divided by 100 is 0,4. 3 divided by 100 is 0,03.	100	10	1	0,1	0,01
	200	20	2	0,2	0,02
	300	30	3	0,3	0,03
	400	40	4	0,4	0,04
	500	50	5	0,5	0,05

Say	Do		
I have two ones (units), four tenths and three hundredths. I will put those on a place value chart to see how to write the number.	Ones or Units (U)	tenths (t)	hundredths (h)
	2	4	3
I will write a number sentence to record what I have done.	$243 \div 100 = 2,43$		

Can you use the grid to help you solve these?

351 x 10

215 ÷ 10

52 x 100

412 ÷ 100

Check your answers with digit cards and your place value chart.

Thousands (Th)	Hundreds (H)	Tens (T)	Ones or Units (U)	tenths (t)	hundredths (h)	thousandths (th)

2. How much more milk?

Questions

How much more milk does the baby goat drink per feed between day 2 (170) and day 12 (340)?

Say	Do
I will start at 170 and count from there to 340. First I will find how many I need to jump to get to 200. I can count in tens starting with 170. 180...190...200. That's 30. I will write how many I've jumped.	A horizontal number line with 170 and 200 marked. A blue curved arrow starts at 170 and ends at 200, with '+30' written above it.
I know that I need 100 to get from 200 to 300. I'll do that next. I'll write 100 so I remember that was my next jump.	A horizontal number line with 170, 200, and 300 marked. A blue curved arrow starts at 170 and ends at 200, labeled '+30'. A second blue curved arrow starts at 200 and ends at 300, labeled '+100'.
I know that I need another 40 to go from 300 to 340. I'll put that on my number line.	A horizontal number line with 170, 200, 300, and 340 marked. A blue curved arrow starts at 170 and ends at 200, labeled '+30'. A second blue curved arrow starts at 200 and ends at 300, labeled '+100'. A third blue curved arrow starts at 300 and ends at 340, labeled '+40'.
Now I need to add up all my jumps to find the difference between 170 and 340. The difference between 170ml and 340ml is 170ml.	$100 + 40 + 30 = 170.$

- How much more is 358 than 136?
- How much more milk does the goat drink per day when it is 18 days old than when it is 5 days old? (Look back to your answers for Unit 1 question 3.)
- How much bigger is 43 than 27?



3. Budgeting to grow – having a business plan

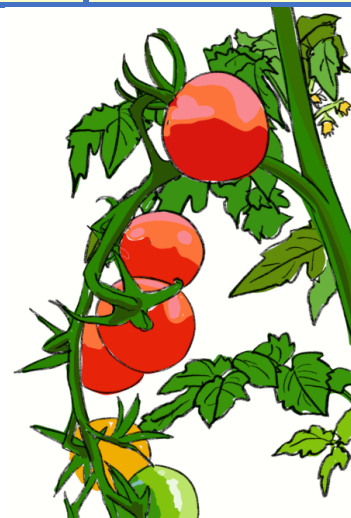
Naomi's business plan

<u>My tomato growing budget</u>	Year 1		Year 2		Year 3	
	In (\$)	Out (\$)	In (\$)	Out (\$)	In (\$)	Out (\$)
Loan	2000					
Loan repayment		2200				
From savings	1000					
Insurance		150		200		220
From last year			2000		2500	
Tomato seed		1000		1300		1500
Weed killer		200		240		260
Pest spray		200		240		260
Fertiliser		250		300		320
Trellis		450				
Wages				1000		1000
Unexpected expenses		300		300		300
For new crop		2000		2500		3000
Tomato sales	4000		5200		7200	
Investment (10% of tomato sales)						
Totals	7000	6750	7200		9700	
Profit	250					

Questions

How much does Naomi plan to invest in year 2 and 3? (**Divide the tomato sales by ten.**)

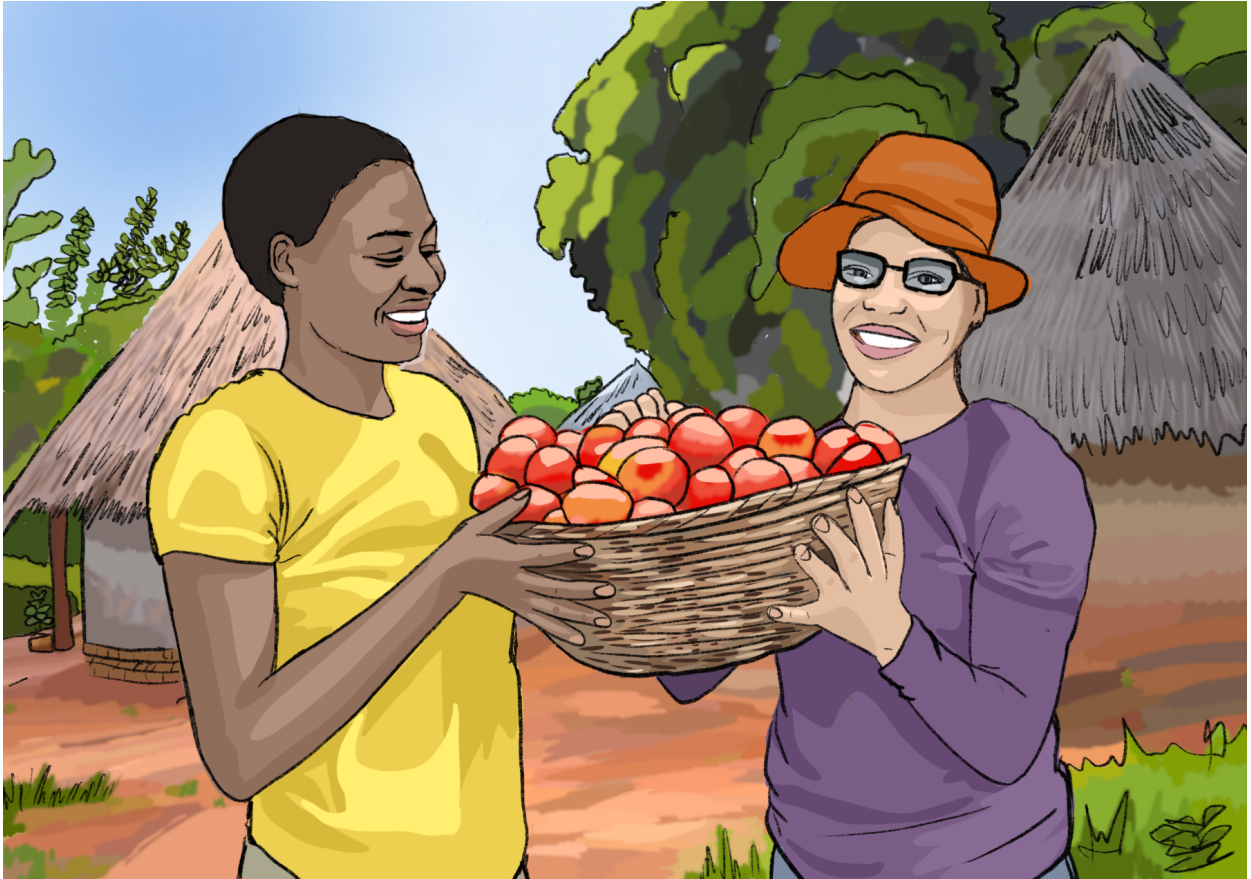
How much profit does Naomi plan to make in year 2 and 3? (Total the 'out' columns and then find the difference between the 'in' and the 'out')



Unit 4: What have we got to lose?

Literacy and Learning English

A. Literacy. Look at the picture. What are Vimbai and Thandiwe doing?



B. Literacy. Now read the story.

English

What have we got to lose?

Vimbai and Thandiwe heard about some girls in a nearby village who were growing mushrooms.

“It’s a really good idea,” said Vimbai. “You quickly get something you can sell. I’d like to try it. But how can we get the things we need to start doing it?”

“We can find out,” said Thandiwe. “But we don’t have to wait until then. We could try growing something else now.”

“Where could we do it?”

“There’s a little bit of land we could use at my home,” said Thandiwe. “It isn’t very big, but I’m sure we could use it for something.”

“How about tomatoes?” said Vimbai. “They’re quick and easy to grow, and they don’t need much space.”

“We can try that. What do we have to lose?”

“Not much. The cost of a packet of seeds and a bit of work.”

Vimbai and Thandiwe bought a packet of tomato seeds and planted them. It was fun watching the tomato plants grow. They made some mistakes, and some of the plants died, but after three months they still had ten healthy plants with lots of tomatoes that were ready to pick. Their families had lots of delicious tomatoes to eat, and they sold some too.

“It’s a pity some of the plants died,” Vimbai said. “But we learned a lot from that.”

“Next time we’ll try not to lose any plants,” said Thandiwe. “Then we’ll have more tomatoes left over to sell.”

Story summaries

English

Vimbai and Thandiwe heard about some girls who were growing mushrooms. They wanted to grow something too. They decided to grow tomatoes, because they are quick and easy to grow. Thandiwe said they could grow them in a small space at her home. They bought a packet of seeds and planted them. They made some mistakes, and some of the plants died, but after three months they still had ten healthy plants. The plants had lots of delicious tomatoes.

Shona

Vimbai na Thandiwe vakanzwa nezvevamwe vasikana vairima hohwa. Vaidawo kuti varimewo chimwe chinhu. Vakafunga kurima madomasi, nekuti anokasika uye ari nyore kurima. Thandiwe akati vaigona kuarima mukanzvimbo kadiki-diki kumba kwake. Vakatenga pakiti remhodzi

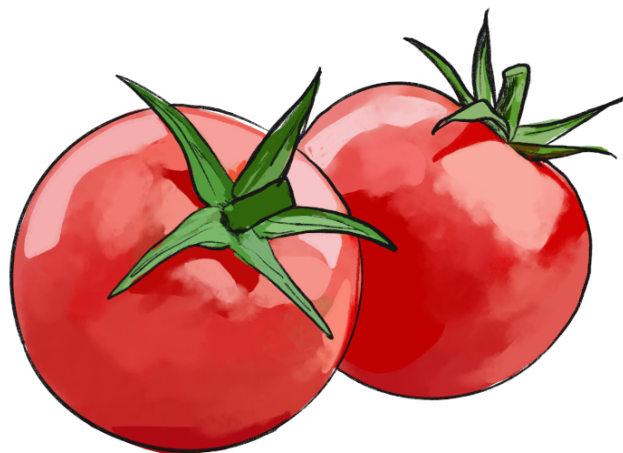
vakadyara. Vane zvavakakanganisa zvimwe zvirimwa zvikafa, asi mushure memwedzi mitatu vakanga vachiine gumi rezvirimwa zvemadomasi zvakasvika. Zvirimwa izvi zvaive nemadomasi mazhinji ainaka chaizvo. Vakadya mamwe nemhuri dzavo vakatengesa akanga asara.

Ndebele

UVimbai loThandiwe bezwa ukuthi kulamanye amankazana ayelima amakhowa. Babefuna ukuthi labo babelakho abakulimayo. Bavuvemalana ukuthi balime amatamatisi ngoba alimeka lula njalo masinya. UThandiwe wathi bengawalima endimeni encani ngakibo. Bathenga inhlanyelo yamatamatisi bayihlanyela. Kukhona okunye abakuphambanisayo olunye usaba lwatsha, kodwa ngemva kwenyanga ezintathu usaba olulitshumi lwaselukhulile. Zathela amatamatisi amnandi. Amanye bawadla lemuli zabo, amanengi bawathengisa.

Kalanga

Vimbai naThandiwe bakawha nebamwe basikana bake belima watjulo. Bake behaka lima kwakafanana bo. Bakabhudha nenkumbulo welima matamatisi, ngobe elibilidza kula kakale elimimiwa kulelu. Thandiwe wakati bengalima mubugalo gutukununu kanyi kwabo. Bakatenga phakethe lemudzi bekadzidzwala. Bakaphambanisa padzwala, kakale lumwe lusaba gukafa, koga hule kwemimwedzi mitatu bakabe benamiti yanakanaka iligumi. Miti iyeyo yakazwala matamatisi anozipa kwazo. Bakadla amwe nemuli dzabo bekatengesa amwe wose asala.



C. Literacy. And the questions.

1. Why did Vimbai and Thandiwe decide to grow tomatoes?
2. Where did they grow the tomatoes?
3. Why did some of the plants die?
4. How many plants lived?
5. How long did it take until the tomatoes were ready to pick?
6. What did they do with the tomatoes?

D. Learning English. Find words in the story with these meanings. Write them and say them.

1. Plants grow from them _____
2. Not sick _____
3. Take fruit or vegetable from a plant _____
4. If you have more than you need, you have some _____



E. Learning English. Find the words in the story. Say the sentence.
Say what the word means.

don't *some* *were* *work*
their *more* *lose* *have*

Copy the words into the conversations. Use each word once.

Thandiwe: Here is _____ money to buy seeds. Don't
_____ it!

Vimbai: OK!

Bethsaida: Where _____ Vimbai and Thandiwe
yesterday?

Glory: They were picking _____ tomatoes.

Bethsaida: Was it a lot _____ ?

Glory: No, I _____ think it was a lot of work.

Glory: Can I buy some _____ of your tomatoes,
please?

Thandiwe: Sorry, we don't _____
any more.



F. Literacy. Look at the pictures. Match the words with the pictures.

Water the plants.

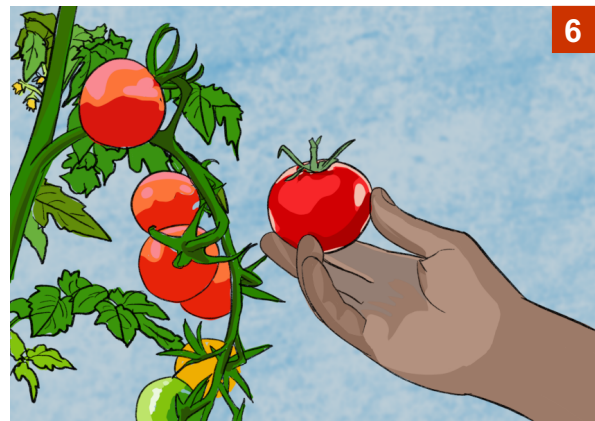
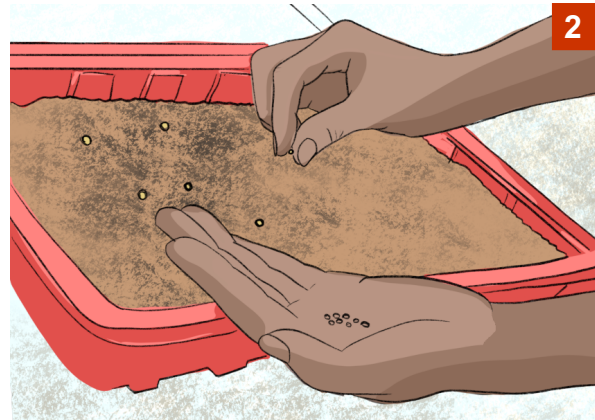
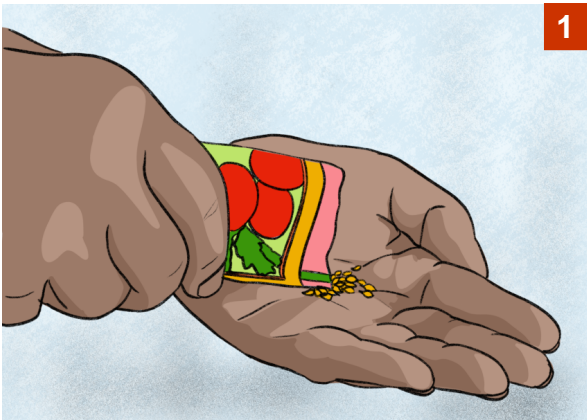
Put the young tomato plants in the soil.

Pick the tomatoes.

Put the young plants into pots.

Plant the seeds.

Get some tomato plant seeds.



Now explain how to grow tomatoes to another person.

Module 2b

G. Learning English: Writing

Write an instruction. It can start with one of these words, or a different word.

Go

Put

Touch

Say

Sing

Look at

Draw

Write

Show your instruction to other people. They must read it, and do what it says.

H. At home: Writing

Write more instructions. You can use instructions that other people wrote. You can do it on the pages at the back of this book.



Numeracy

1. Two ways – which is best?

Using a number line to find for addition.

For example, $3500 + 250 + 170$

Say	Do
I will start with the biggest number. 3500. I will add 250 next. First I will add the 200. That will take me to 3700.	
Next I will add the 50. That will take me to 3750.	
Now I need to add 170. First I will add 100. That will take me to 3850.	
I need to add 70 next. I know that 70 is $50 + 20$. So I'll add the 50 to take me to 3900, then the 20 to take me to 3920. My answer is 3920.	

Questions

Work with a partner to find the total of these 3 numbers.

$$2430 + 310 + 450 =$$

One of you should use a place value chart (like the one on p 113), the other should draw a number line.

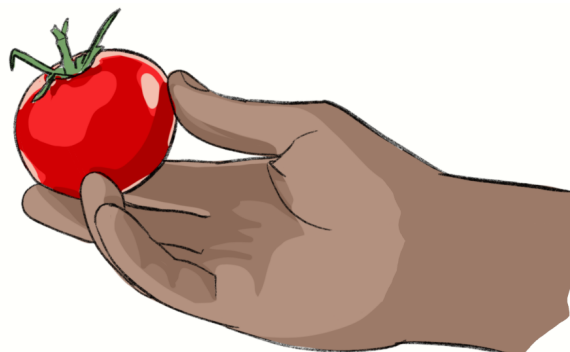
Check you have the same answer. Which was quicker?

2. Profit and loss

Use a number line or a place value chart (p 113) to find the totals for each column. Check your answer using the other method.

Did Naomi make a profit or a loss in each year? Use a number line to find the difference between the totals for each year to see how much profit or loss.

<u>My tomato growing accounts</u>	Year 1		Year 2		Year 3	
	In (\$)	Out (\$)	In (\$)	Out (\$)	In (\$)	Out (\$)
Loan	2000		1000			
Loan repayment		2200		1100		
Debt repayment				850		
From savings	1000					
Insurance		150		200		220
From last year					800	
Tomato seed		1500		800		800
Sprays and fertiliser		650		440		470
Trellis		500				
New trellis		500				
For new crop				800		1500
Tomato sales	1500		3200		3200	
Investment (10%)						320
Totals						
Profit or loss						



3. Multiplying two 2-digit numbers

The grid method for multiplying 2-digit numbers

For example, 72×25

Say	Do															
<p>I am going to multiply seventy-two by twenty-five.</p> <p>I split the seventy-two into seventy and two and write them at the top of my grid.</p> <p>I split twenty-five that into twenty and five and write them at the side of the grid.</p> <p>First I will work out 20×72, then I will work out 5×72. Then I will add the answers together to find out 25×72</p>	<table border="1" style="width: 100%; height: 100%;"> <thead> <tr> <th style="width: 10%;">x</th> <th style="width: 30%;">70</th> <th style="width: 30%;">2</th> <th style="width: 30%;">Total</th> </tr> </thead> <tbody> <tr> <td>20</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				x	70	2	Total	20				5			
x	70	2	Total													
20																
5																
<p>I start with finding 20×70.</p> <p>$2 \times 7 = 14$.</p> <p>70 is ten times 7, so to find 2×70, I multiply 14 by 10, making 140.</p> <p>$2 \times 70 = 140$.</p> <p>I want to know 20×70</p> <p>20 is ten times 2, so to find 20×70 I multiply 140 by 10, making 1400.</p> <p>$20 \times 70 = 1400$</p> <p>I write that in the box.</p>	<table border="1" style="width: 100%; height: 100%;"> <thead> <tr> <th style="width: 10%;">x</th> <th style="width: 30%;">70</th> <th style="width: 30%;">2</th> <th style="width: 30%;">Total</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>$20 \times 70 = 1400$</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				x	70	2	Total	20	$20 \times 70 = 1400$			5			
x	70	2	Total													
20	$20 \times 70 = 1400$															
5																
<p>Next I will find 20×2.</p> <p>I can count 20, 40.</p> <p>Or I could say $2 \times 2 = 4$, 20 is ten times 2, so I multiply 4 by 10</p> <p>$20 \times 2 = 40$.</p> <p>I write that in the box.</p>	<table border="1" style="width: 100%; height: 100%;"> <thead> <tr> <th style="width: 10%;">x</th> <th style="width: 30%;">70</th> <th style="width: 30%;">2</th> <th style="width: 30%;">Total</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>$20 \times 70 = 1400$</td> <td>$20 \times 2 = 40$</td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				x	70	2	Total	20	$20 \times 70 = 1400$	$20 \times 2 = 40$		5			
x	70	2	Total													
20	$20 \times 70 = 1400$	$20 \times 2 = 40$														
5																

Module 2b

Now I will work out 5×72 .

First I will find 5×70 .

I know that $5 \times 7 = 35$.

70 is ten times 7, so I need to multiply 35 by 10, that's 350.

So $5 \times 70 = 350$

I write that in the box.

x	70	2	Total
20	20×70 $= 1400$	20×2 $= 40$	
5	5×7 $= 350$		

I will find 5×2 . I know that's 10.

I write that in the box.

x	70	2	Total
20	20×70 $= 1400$	20×2 $= 40$	
5	5×7 $= 350$	5×2 $= 10$	

Now I find the total of 20×72 and the total of 5×72 .

I add them together to find 72×25 .

The total of 20×72 is $1400 + 40 = 1440$. I write that in the box.

The total of 5×72 is $350 + 10 = 360$.

I write that in the box.

The total of 1440 and 360 is 1800.

So $72 \times 25 = 1800$.

Think back to our estimate – we said it would be more than 1400, so 1800 sounds reasonable.

x	70	2	Total
20	20×70 $= 1400$	20×2 $= 40$	$1400 + 40$ $= 1440$
5	5×70 $= 350$	5×2 $= 10$	$350 + 10$ $= 360$
			$1440 + 360$ $= 1800$

Question: Naomi has 25 rows of tomatoes. Each row has 54 plants. Use your grid to find out how many plants she has altogether.

x			Total

Unit 5: Many hands make light work

Literacy and Learning English

A. Literacy. Look at the picture. Can you guess why the other girls have come to Vimbai's home?



B. Literacy. Now read the story.

English

Many hands make light work

One morning, Vimbai was not at a SAGE session. Bethsaida went to speak to Rudo, Vimbai's younger sister. She asked why Vimbai wasn't there.

"She's too busy," said Rudo. "She's got lots of chores to do, and she's got to look after her baby. That takes up a lot of her time too."

"I'm sorry to hear that," said Bethsaida. "It's a pity to miss learning new things just to do some chores."

Then she had an idea. After the session, she went to talk to the other girls from the hub.

It was the afternoon of the same day. Vimbai was at home. She was thinking about the list of chores she still had to do. Collect the eggs from

the chickens, fetch water, sweep the floors, wash the clothes, mend some clothes, wash the pots and pans, wash her baby, collect firewood, fix a broken table, cook the sadza... So many things to do! Then she heard some voices in the distance. She went to the door, and looked out. Ten girls from her SAGE hub were walking towards her homestead. Vimbai walked out to meet them.

“We’ve come to give you some help,” said Bethsaida. “What needs doing?”

The girls started to do the chores. After an hour, all the chores were done.

“Will you have time to come to the next SAGE session?” Bethsaida asked.

“Yes, I will, now you’ve helped me to catch up with my chores,” said Vimbai. “Thank you all so much!”

“We were very happy to help,” said Bethsaida. “See you next time at the hub!”



Story summaries

English

One morning, Vimbai didn't come to a SAGE session. Bethsaida asked Vimbai's sister Rudo why. Rudo said that Vimbai was too busy with chores at home. Bethsaida spoke to the other girls about this. In the afternoon, ten of them went to help Vimbai do all her chores. It only took one hour. Now Vimbai can come to the next SAGE session.

Shona

Rimwe zuva ari mangwanani, Vimbai haana kuuya kuzvidzidzo zveSAGE. Bethsaida akabvunza Rudo munin'ina waVimbai kuti sei asina kuuya. Rudo akati Vimbai akanga aine mabasa epamba ekuita akawanda. Bethsaida akataura nevamwe vasikana nezvenyaya iyi. Ava masikati, vasikana vanosvika gumi vakaenda kunobatsira Vimbai kupedza mabasa ake epamba. Zvakatora awa rimwe chete. Zvino Vimbai aigona kuzouya kuchidzidzo cheSAGE chaitevera.

Ndebele

Ngeyinye ikuseni UVimbai kabuyanga ezifundweni zeSAGE. UBerthsaida wabuza udadewabo ka Vimbai uRudo ukuthi kungani engabuyanga. uRudo wathi UVimbai wayephatheke ngemisebenzi yangekhaya. UBerthsaida wakhuluma lamanye amankazana ngodaba lolu, emini amankazana alitshumi ahamba ayancedisa uVimbai ukwenza imisebenzi yangekhaya. Kwabathatha ihola elililodwa. Khathesi UVimbai sengaphatheka kuhlelo olulandelayo olweSAGE.

Kalanga

Limwe hhuba kuli mangwanana, Vimbai hhazobuya kuzwidiyo zweSAGE. Bethsaida wakabhuzwa Rudo nun'una waVimbai kuti kwatjini Vimbai nkulu uwe esabuya. Rudo wakati Vimbai waka ena mihingo yekun'umba minjinji yethama. Bethsaida wakalebeleka nebamwe basikana nendebho iyeyi. Kwatjibe masikati basikana banoswika gumi bakayenda kunotjidza Vimbai kuti apedze mihingo iye yemun'umba. Kwakatola awa in'ompela. Ngwenu Vimbai angakhona yenda kuzwidiyo zweSAGE.

C. Literacy. Answer the questions.

1. Why wasn't Vimbai at the SAGE session?
2. What did Bethsaida do next?
3. How long did it take the girls to do all Vimbai's chores?
4. Can Vimbai go to the next SAGE session?
5. Why do you think the other girls helped Vimbai?

D. Learning English. Find words in the story with these meanings. Write them and say them.

1. Jobs you have to do in the home c _____
2. Go and get something f _____
3. Fix, repair m _____
4. Do things that you didn't have time to do before c _____ u _____

E. Learning English. Find the words in the puzzle. Look → and ↓. Write the words. Say the words.



d b i r



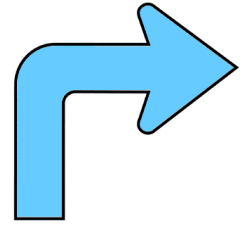
a i n r o w



o r k



a t c h m s e



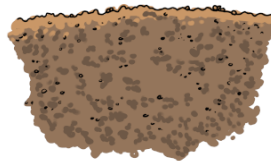
t r i g h



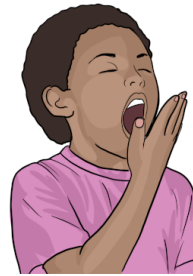
t o k n



e e l w h



o i s l



n a w y n g i



e y k s

h	m	q	r	i	g	h	t	f
r	a	i	n	b	o	w	m	o
e	t	u	c	i	k	h	l	r
w	c	p	x	r	v	e	r	k
k	h	z	s	d	k	e	y	s
n	e	f	d	o	j	l	u	g
o	s	o	i	l	y	b	n	a
t	i	y	a	w	n	i	n	g

F. Literacy / Numeracy. Read Vimbai's list of chores for today. Guess how much time she will need for each one. Write the times.

collect the eggs	$\frac{1}{2}$ hour
fetch water	_____
sweep the floors	_____
wash the clothes	_____
mend some clothes	_____
wash the pots and pans	_____
wash my baby	_____
collect firewood	_____
fix a broken table	_____
cook the sadza	_____

Put all the times together. How many hours does Vimbai need to do all her chores?



Numeracy

1. Solving problems with time

Chido starts feeding the animals at 7.10 in the morning. The job takes one hour and 20 minutes. What time does she finish?

start

finish

Mercy started to make a meal at 11.30. The food was ready 1 hour and 40minutes later. What time did the Mercy's family eat the food?

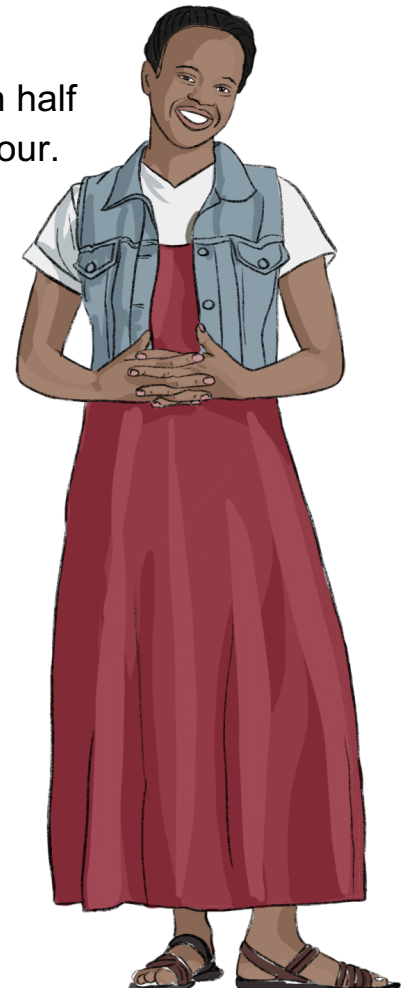
start

finish

A day in the life of a SAGE girl

Fill in the table to show which activities take less than half an hour, between 30-60 minutes and more than an hour.

Time	Activity
7am	Eat breakfast
7.20	Morning chores
8.30	Prepare lunch
9.20	Set off for hub
10.00	Arrive at hub
12.30	Leave the hub
1.15	Afternoon chores
4.15	Home learning
5pm	Prepare evening meal
6.15	Evening meal
7pm	Tidy up after meal



Less than half an hour	Between $\frac{1}{2}$ hour and 1 hour	More than 1 hour

2. Time is money

You are thinking of starting a business selling goat's milk. You will have 10 goats and each goat will give you 3-4 litres of milk a day.

Profit or loss?

- What costs will there be per day? (for example, goat food)
- How much milk will I sell each day if I have 10 goats?
- How much will I charge per litre for the milk? If I sell all my milk how much income will I get?
- If I sell all my milk, how much money will I make each day?



Accounts (per day) for goat's milk business

Item	Cost	Income
Total		
Profit or loss?		

(You might not use all the rows in the table.)

3. Is it worth my time?

a) What jobs will I need to do every day? How long will each job take? How many hours is that altogether?

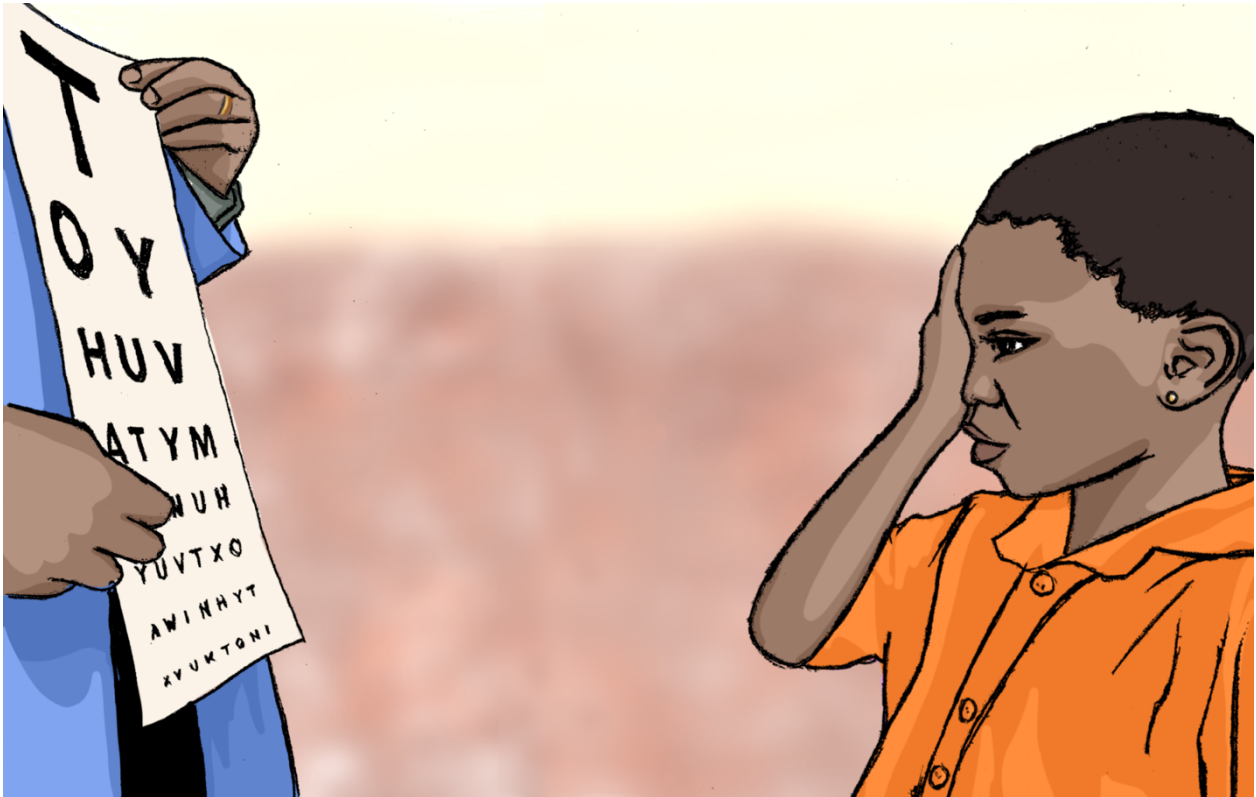
Draw a timeline here to find out.

b) Compare the income with the number of hours. Is it worth it, or could you get more working on something else?

Unit 6: It's time for a sight test

Literacy and Learning English

A. Literacy. Look at the picture. What is happening?



B. Literacy. Now read the story.

English

It's time for a sight test

Vimbai was sitting next to Thandiwe in a SAGE session. They were at the front of the room. The Community Educator wrote something on the board.

“What did she write?” Thandiwe asked. Vimbai said the words on the board, Then she asked, “Can’t you read it?”

“I’ve told you that my eyesight is weak because of my albinism,”

“I know, but before you could usually read the words on the board,” said Vimbai. “That’s why you always sit at the front.”

“I’ve had these glasses for a long time,” said Thandiwe. “Now I need stronger ones. But I probably won’t have to wait much longer. The eye test van is coming here soon.”

A few days later a van arrived at the hub. In the van, there was equipment for giving eye tests, lots of pairs of glasses and a woman who knew how to give sight tests. Every girl did a sight test, and three girls who needed glasses received them. Thandiwe got some stronger glasses, with coloured glass to help protect her eyes from the sun.

After the van left, Thandiwe joined her friends again.

“This is better!” she said, pointing at her new glasses. “Now I can see your faces more clearly!”

Story summaries

English

Thandiwe and Vimbai were sitting at the front in a SAGE session. Thandiwe asked Vimbai to read the words on the board for her. Thandiwe explained that her eyesight was weak because of her albinism, and that she needed stronger glasses. A few days later, a special van came to the hub. Every girl did a sight test. Three other girls received glasses, and Thandiwe got some stonger glasses.

Shona

Thandiwe naVimbai vaive vakagara pamberi muchidzidzo cheSAGE. Thandiwe akakumbira Vimbai kuti amuverengere mavara aiva padziro rekudzidza. Thandiwe akatsanangura kuti maziso ake aiva asina kunyatsosimba nekuda kweusope, uyezve aitoda magirazi akasimba. Mushure memazuva mashoma, panzvimbo yavo yekudzidza pakauya mota yakakosha. Mukadzi akabuda mumota iyoyo akaongorora meso emusikana mumwe nemumwe panzvimbo iyoyo. Vamwe vasikanawo vatatu vakapihwa magirazi, Thanidwe akapihwa magirazi akasimba.

Ndebele

UThandiwe loVimbai babehlezi phambili ngesikhathi sohlelo lweSAGE. UThandiwe wacela UVimbai ukuthi ambalele amabala ayebhalwe emdulwini. UThandiwe wachazela ukuthi amehlo akhe ayengaboni

kahle ngenxa ye albinism njalo wayedinga amangilazi aqinileyo. Ngemva kwensukwanyana, kwafika imota eqakathekileyo. Owesifazane owayehamba ngemota le wahlola amahle amankazana wonke ayelapho. Amanye amankazana amathathu anikwa amagilazi, uThandiwe waphiwa amangilazi aqinileyo.

Kalanga

Thandiwe naVimbai bake baligele mbeli muzwidiyo zweSage. Thandiwe wakakumbila Vimbai kuti ewumbalile mabala akakwagwa muguma linokwaligwa nebadiyi. Thandiwe wakathalusa kuti mehho awe awatobona zwibuyanana nentha yobe swabiya. Kwajalo wake ehaka mangilazi akasima. Hhule kwemahhubanyana, mota yeludzi gwakaqakatheka yakaswika mun'umba yabanonginila zwidiyo zwabo. Nkadzi wakajita mumota iyeyo wakahola mehho ebasikana bose banongina zwidiyo kuti anobona kungapani. Bamwe basikana batatu bakawana mangilazi, kakale Thandiwe ekapiwa mangilazi eludzi gwakasima.

C. Literacy. Answer the questions.

1. Why does Thandiwe always sit near the blackboard?
2. Why does she have weak eyesight?
3. Why did the van come to the SAGE hub?
4. What did the woman from the van do?
5. How many girls from the hub received a pair of glasses?

D. Learning English. Find words in the story with these meanings. Write them and say them.

1. People with this disability have very pale skin and hair

a _____

2. Not strong

w _____

3. If you don't have it, you can't see.

e _____

4. Another word for 'spectacles'

g _____

5. A type of small truck

v _____

E. Learning English. Write these sentences from the story with punctuation and capital letters.

they were at the front of the room

what did she write thandiwe asked

thats why you always sit at the front

after the van left thandiwe joined her friends again

now i can see your faces more clearly

When do you need these things? Discuss your ideas.

capital letters	A B C	full stop	.
comma	,	question mark	?
exclamation mark	!	apostrophe	'
quotation marks	“ ”		

Find more examples in the story.

F. Literacy. Read the articles, answer the questions and do the drama.



CBM works in more than 50 countries, including Zimbabwe. It help prevent and cure blindness and other disabilities. It also works with people who are living with many kinds of disability, and helps them with healthcare, education and earning money to live.

Website: cbm.org



Council For The Blind
Zimbabwe

Zimbabwe Council for the Blind gives eye care and helps blind people in many different ways across Zimbabwe. Its work includes visiting schools and children who are not at school, and giving glasses and other types of eye care to children who need them.

Website: cfbzimbabwe.com

ZIMBABWE ALBINO ASSOCIATION

The Zimbabwe Albino Association works to help people who have albinism. It helps them with healthcare, education and earning money to live. It also works to educate all people about albinism, and to stop them from believing untrue things about it.

Website: zimalbino.co.zw

For each organisation, answer these questions.

- Where does it work?
- Who does it help?
- What help does it give?

Drama

Work with another person. One person doesn't know anything about CBM. The other person knows about it. Ask and answer questions. Then swap roles, and repeat for the other organisations.

A: What's CBM?

B: It's an organisation which helps...

G. Learning English. Difficult words

Discuss the meaning of these words from the text. Can you decide what they mean from the situation? How could you say them in your home language?

prevent

cure

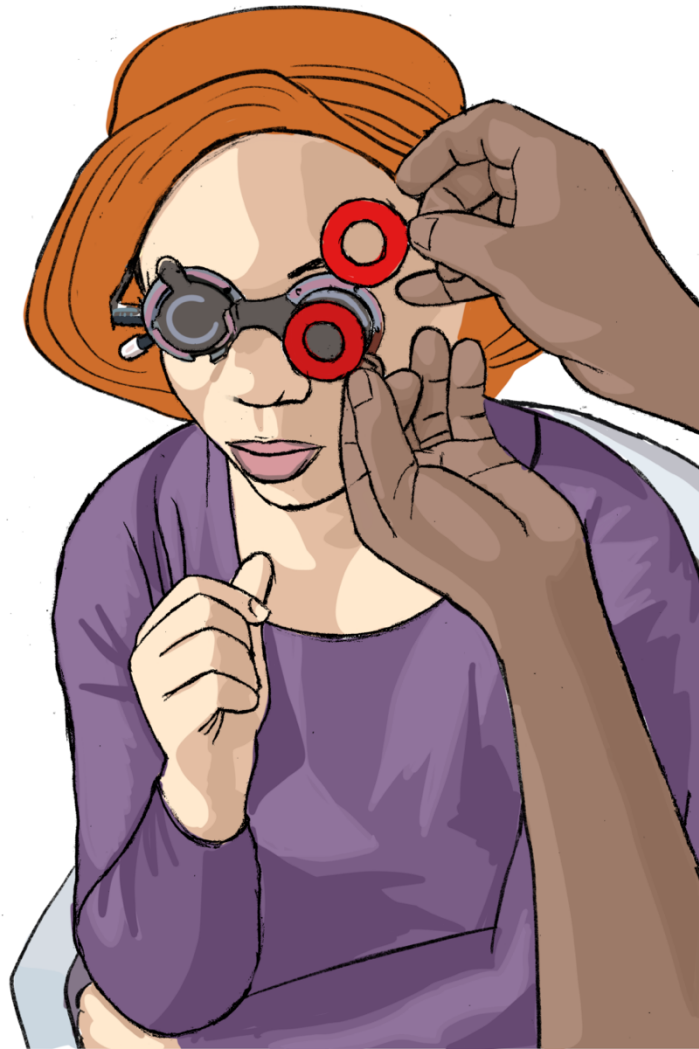
healthcare

eye care

H. At home: Writing

Vimbai doesn't know anything about the organisations in F. Thandiwe tells her about them. Write their conversation. You can do it on the pages at the back of this book. You can start like this:

Vimbai: What's CBM?



Numeracy

1. What operation?

Here are some number sentences where someone has taken the sign and put ? instead.

Look at each one and see if you need to put +, -, x, or ÷ to make the number sentence make sense.

$7 \square 2 = 5$

$7 \square 5 = 2$

$12 \square 3 = 9$

$9 \square 3 = 1$

$5 \square 2 = 7$

$2 \square 5 = 7$

$3 \square 9 = 12$

$12 \square 9 = 3$

2. Function machines

Freda the Function Machine



Play this game with your friends or family.

Think of a function for your machine (do not tell anyone what it is).

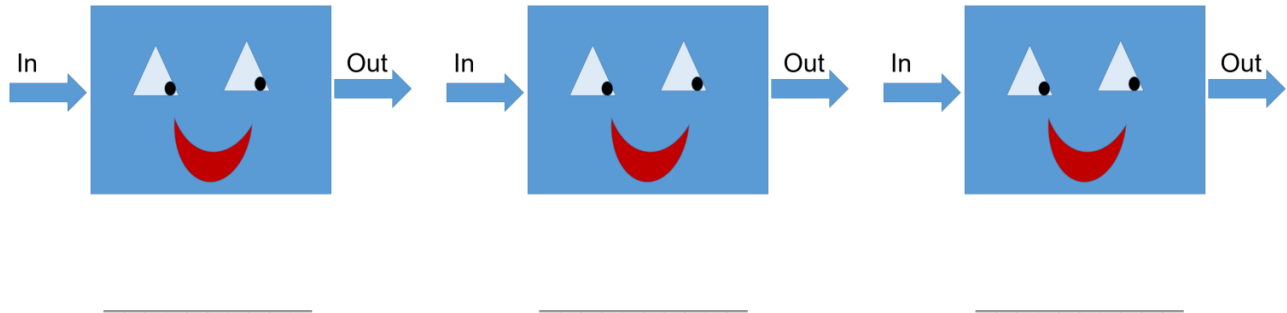
Tell the other players two pairs of numbers that go **in** and **out** of the function machine. (For example, if you are thinking of **x 3**, you could say **in: 4, out: 12** and **in: 3, out: 9**)

The other players try to guess what the machine did to the number.

If someone guesses, they have the next turn. If nobody can guess, give them another pair of numbers that go in and out of the machine.

3. Double functions

Freda's function is '+10 then ÷2'. Write 3 pairs of numbers that go in and come out.



Freda's function is '+24'.

56 comes out. What number went in? _____

42 comes out. What number went in? _____

81 comes out. What number went in? _____

24 goes into the function machine. **6** comes out.

Think of 3 different functions that work for these numbers. They can be one or two step functions.

4. Magnifying

1.	G (Font size 11)	x 2	G Font size _____
2.	H (Font size 14)	x 3	H font size _____
3.	M (Font size 16)	x 4	M Font size _____
4.	P (font size 23)	X 5	<i>Too big to draw</i>

Module 2b

Magnifying Letters

Magnify the letter **E** by **2** and draw the new version on the squared paper on the next page. Find the length of each part of the letter and then **x 2** (make it twice as big). The bottom part of the letter has already been done for you.

Magnify the letter **L** by **3** and draw the new version on the squared paper. Find the length of each part of the letter by counting squares and then **x 3**. The bottom part of the letter has been done for you.

Count the squares in the original letter. This is the area of the letter.

Count the squares in the magnified letter. This is the area of the new letter

What do you notice?

	Original Area	Area of magnified letter	What do you notice?
E			
L			

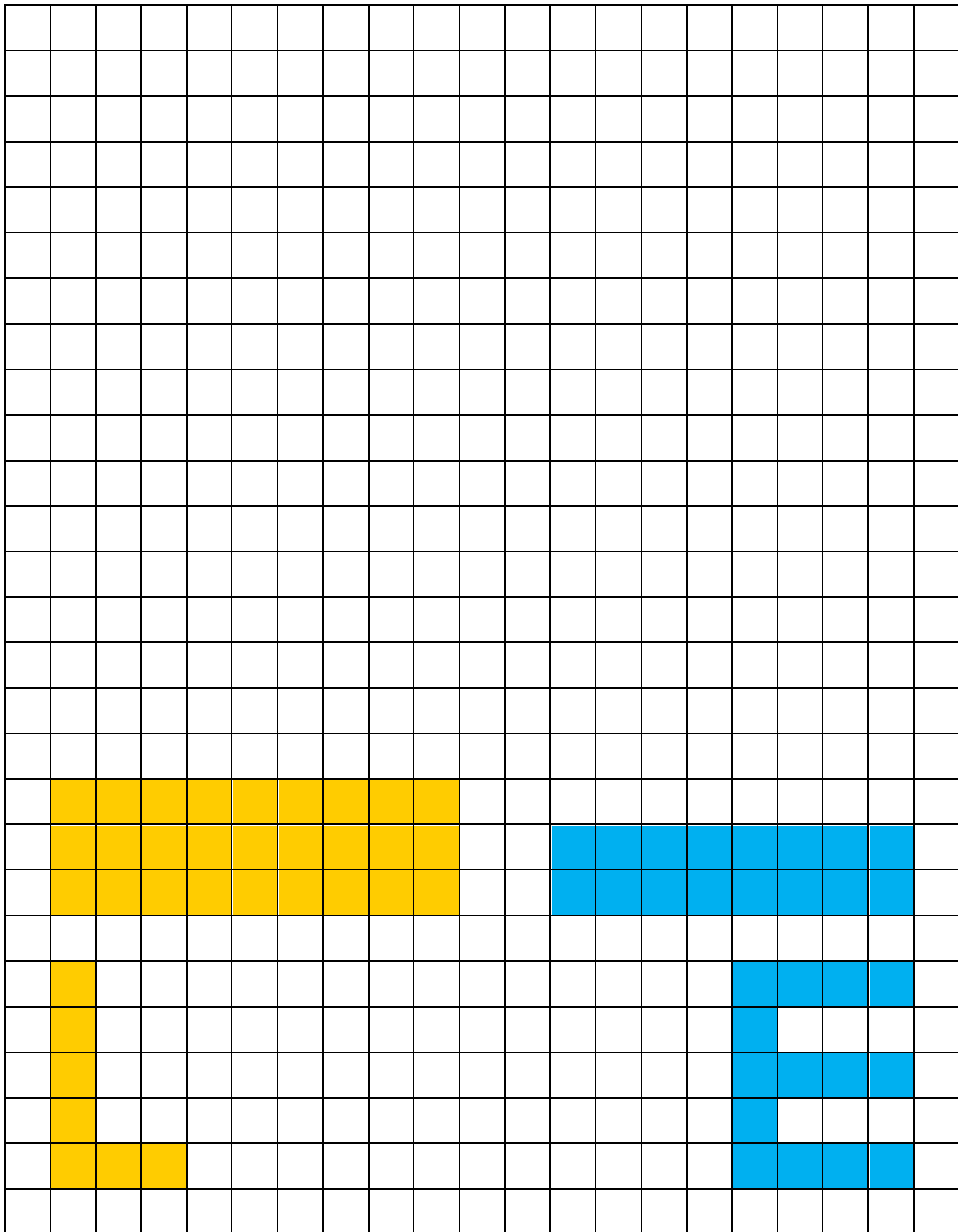




x 3



x 2



Unit 7: A school uniform for Rudo

Literacy and Learning English

A. Literacy. Look at the picture. What can you remember about Chiedza (on the right)? What work is she doing now?



B. Literacy. Now read the story.

English

A school uniform for Rudo

Vimbai was talking on the phone to Chiedza. Chiedza was still working with some other young women to make clothes.

“How’s the business going?” Vimbai asked.

“It’s quite slow at the moment,” said Chiedza. “Another clothes-making business has started in the same street, so we’ve got less work.”

“What are you going to do?”

“We’re going to start making more wedding dresses,” Chiedza replied. “It’s difficult to make good wedding dresses. We can do it very well, and we think the other business can’t. So we’re going to specialise more in wedding dresses.”

“That sounds a good idea,” said Vimbai. Then she said, “My sister Rudo is here. She wants to talk to you. Here she is.”

She passed the phone to Rudo.

“Hi Chiedza!” said Rudo.

“Hello Rudo,” said Chiedza. “How it’s going?”

“It’s going really well. I’ve decided that when SAGE finishes, I want to go back to school.”

“That’s great!”

“There’s just one problem...,” said Rudo.

“Let me guess,” said Chiedza with a laugh. “You’re going to need a school uniform?”

“Yes,” replied Rudo.

“I’ll be very happy to make one for you,” said Chiedza. “But I think we should wait until it’s near the time that you start school again. You’ll be a bit taller then, won’t you?”

“Oh yes,” said Rudo. “I didn’t think of that!”

Story summaries

English

Vimbai and Chiedza were talking on the phone. Chiedza said her clothes-making business wasn’t going very well because another business doing the same work started in the same street. So Chiedza and her friends are going start making more wedding dresses. They think they can do this better than the other business. Then Rudo spoke to Chiedza. Rudo wants to go back to school. Chiedza offered to make a school uniform for her.

Shona

Vimbai naChiedza vaitaura parunhare. Chiedza akati bhizimisi rake rekusona mbatya rakanga risiri kufamba zvakanaka nekuti kwaive nerimwe bhizimisi rekusona mbatya rakanga ravhurwa zvakare munzira maive nerakewo. Nekudaro Chiedza neshamwari dzake vachatanga kusona hembe dzemichato. Vanofunga kuti izvi vanozvigona kudarika verimwe bhizimisi. Zvino Rudo akataura naChiedza. Rudo aida kudzokera kuchikoro. Chiedza akazvipira kumugadzirira yunifomu yekuchikoro.

Ndebele

UVimbai loChiedza babexoxa ecingweni. UChiedza wathi ibhizimusi yakhe yokuthunga izigqoko yayingasahambi kuhle, kubangelwa yikuthi kwasekuqalise elinye ibhizimusi elenza okufana lelakhe eduzane. alihambi kahle Ngoba kuleli ye ibhizimusi lokuthunga eselivuliwe lapho okulelakhe khona. Ngakho ke UChiedza labangane bakhe sebezaqala ukuthunga izigqoko zomtshado ezinengi. Babona engani lokhu bangakwenza ngcono ukudlula amanye amabhizimusi. URudo wakhuluma lo Chiedza. URudo ufuna ukubuyela esikolo. UChiedza wathi uazamenzela isigqoko sesikolo.

Kalanga

Vimbai naChiedza bakabe bezuwa mun'hala. Chiedza waka leba nekwe bhizinesi iye yethama zwimbalo, yakabe isingatjande zwibuyanana ngentha ye imwe yakabe yatjitangisa mugubhule lebugalo gun'ompela nelile. Ndizoke Chiedza nebakhwinya babe banotjopfuma zwimbalo zwinjinji zwemizano yendobolo. Banokumbula kuti bengathama butuka mubhizinesi iyeyi kupinda iyeyi yababethama. Hule kwayikoko Rudo waka lebeleka naChiedza. Rudo unohaka bgwilila kukwele. Chiedza wakazwipila kuti unowu mpfumila yunifomu iye.

C. Literacy. Are the sentences about the story true or false? If false, say what is true.

1. Vimbai and Chiedza are at the place Chiedza where Chiedza works
TRUE / FALSE
2. Chiedza's business is going very well.
TRUE / FALSE
3. Another business that makes clothes has started in their street.
TRUE / FALSE
4. Chiedza and her friends are going to make more wedding dresses.
TRUE / FALSE
5. Chiedza thinks the other business is very good at making wedding dresses.
TRUE / FALSE
6. Rudo has started going to school again.
TRUE / FALSE
7. Chiedza is going to make a school uniform for Rudo. TRUE / FALSE

D. Learning English. Choose the best definition of specialise.

- a) Do very good work.
- b) Do many different kinds of work.
- c) Do a lot of one kind of work.
- d) Work in a better way.

E. Learning English. Chiedza and her friends write a notice to put in the window of the place where they work. They want to make wedding dresses for people. Write their notice.

F. Learning English: Say the sounds of the letters in red. Find the words from the story and out in the missing letters. Say the words, and say what they mean..

ee ow ph oo ng qu ear ar

___one ___ite sl___ str___t

st___t goi___ sch___l n___

Find the words in the story. Say the sentence. Say what the word means. Copy the word.

<i>young</i>	_____	<i>women</i>	_____
<i>business</i>	_____	<i>can't</i>	_____
<i>work</i>	_____	<i>talk</i>	_____

wants _____

one _____

guess _____

laugh _____

should _____

won't _____

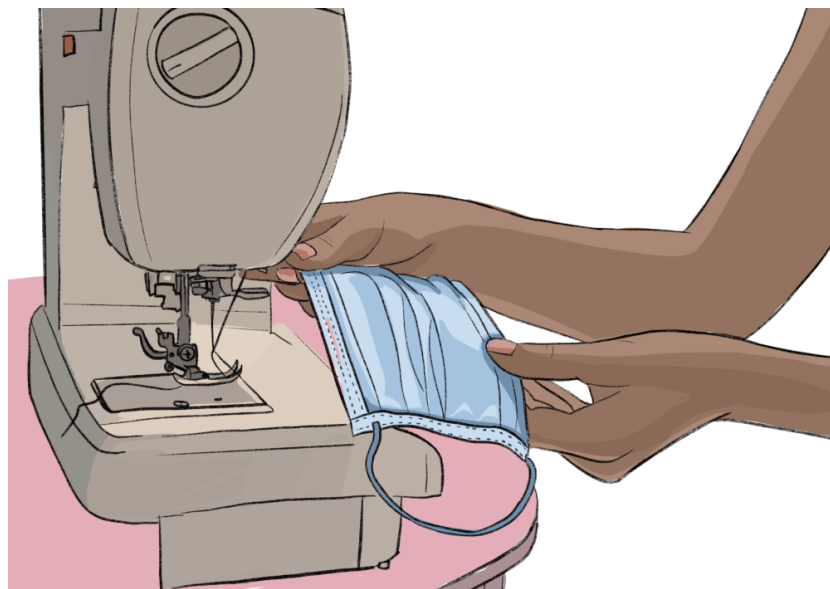
G. Literacy. Drama: Read the text and follow the instructions.

Making masks

Junior Achievement Zimbabwe and **Plan International** are working together on a project called **Safe and Inclusive Cities (SAIC)** in low income communities in Harare and Bulawayo.

At the beginning of the COVID-19 pandemic, some young people started making face masks. The SAIC project bought sewing machines for community centres. Then young people could take turns to go to the community centres to make masks.

This project has helped young people to earn some money, and it has helped to fight coronavirus.



1. Answer the questions

- What is SAIC?
- Where does SAIC work?
- What did SAIC do at the start of the pandemic?
- Who did the project help, and how did it help them?

2. **A:** Explain about this project to somebody who does not know anything about it. / **B:** Ask questions about the project.

3. **A:** You are making masks in this project. Explain what you are doing, and why. / **B:** Ask questions about the work.

H. Learning English. Read the parts of the long words. Then read and say the whole word. What does it mean?

pan dem ic

pandemic

co ro na vi rus

coronavirus

What sound is *i* here?

a chieve ment

achievement

What sound is *ie* here?

in ter nat ion al

international

What sounds are *t* and *io* here?

co mmu ni ty

community

What sounds are *u* and *y* here?

Discuss the meaning of these words.

project

low income

community centre

take turns

I. At home: Writing

Do you know about any other projects to help people in your area? What does the project do? How does it help people? You can write in the pages at the back of this book.

Numeracy

Activity 1 Finding remainders

Grace, Martha, Ruby and Patience share a bag of 9 marbles equally between them. How many marbles will they get each?

The Remainder Choice game

Put your counter or stone on number 1.

Take it in turns to throw the dice and move your counter forwards.

Decide whether to divide the number you land on by 4 or by 6.

Your score is the remainder after division.

The player with the highest score when the first girl reaches 50 wins.

41	42	43	44	45	46	47	48	49	50
40	39	38	37	36	35	34	33	32	31
21	22	23	24	25	26	27	28	29	30
20	19	18	17	16	15	14	13	12	11
1	2	3	4	5	6	7	8	9	10

Activity 2: Division decisions

Comparing Answers

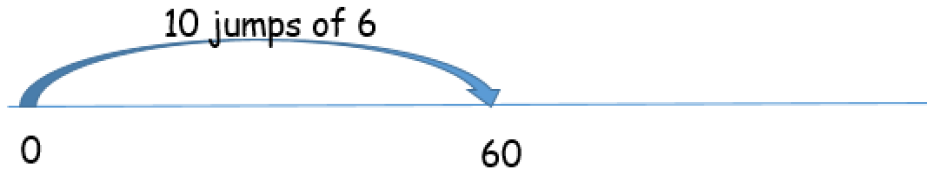
Which answer is bigger?

- a) $87 \div 3$ or $78 \div 3$ b) $150 \div 5$ or $105 \div 5$ c) $264 \div 4$ or $272 \div 4$
2. Which answer is bigger?
 - a) $75 \div 5$ or $75 \div 3$ b) $392 \div 2$ or $392 \div 8$ c) $756 \div 8$ or $765 \div 7$
3. Which answer is bigger? $84 \div 6$ or $91 \div 7$?

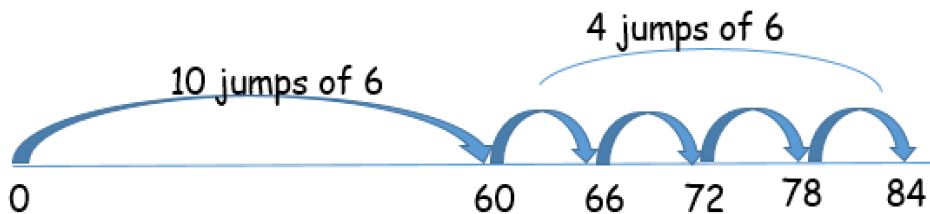
Martha's method

$84 \div 6$. I can count up on a number line.

I know that $60 \div 6 = 10$, so I will jump straight to 60 and write that as 10 jumps of 6.



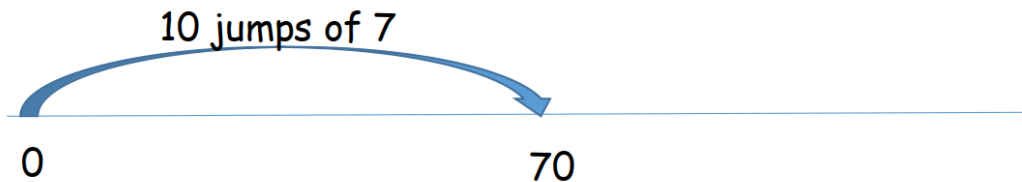
I keep jumping in lots of 6 until I get to 84. That's 4 jumps of 6.



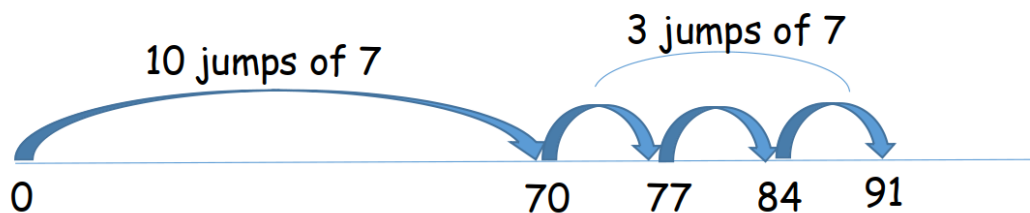
Altogether I made 14 jumps of 6. $84 \div 6 = 14$

$91 \div 7$. I can count up on a number line again.

I know that $70 \div 7 = 10$, so I will jump straight to 70 and write that as 10 jumps of 7.

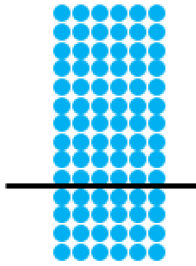


I keep jumping in jumps of 7 until I get to 91. That's 3 jumps of 7.

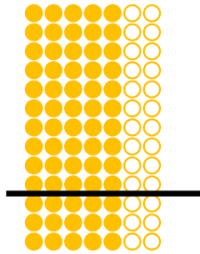


Altogether I made 13 jumps of 7. $91 \div 7 = 13$

Grace's method



$84 \div 6$. I can make an array. I keep adding rows of 6 until I get 84 counters.
I draw a line when I get to 60, because I know that $10 \times 6 = 60$, so there must be ten rows. Ten rows and another four rows, that's 14. So $84 \div 6 = 14$

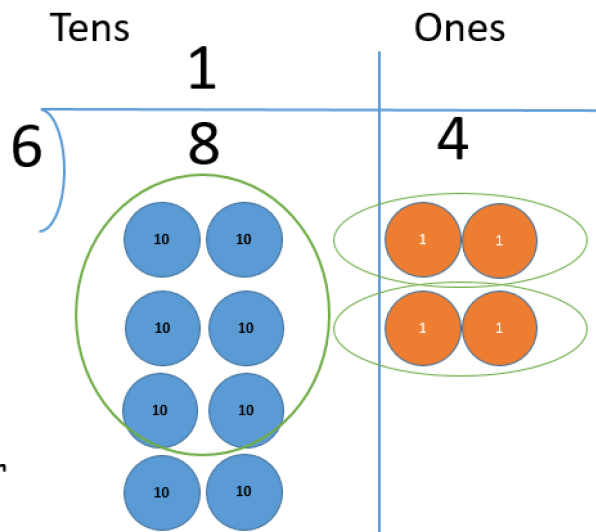


$91 \div 7$. I can make an array. I keep adding rows of 7 until I get 91 counters.
I draw a line when I get to 70, because I know that $10 \times 7 = 70$, so there must be ten rows. Ten rows and another three rows, that's 13. So $91 \div 7 = 13$

Ruby's method

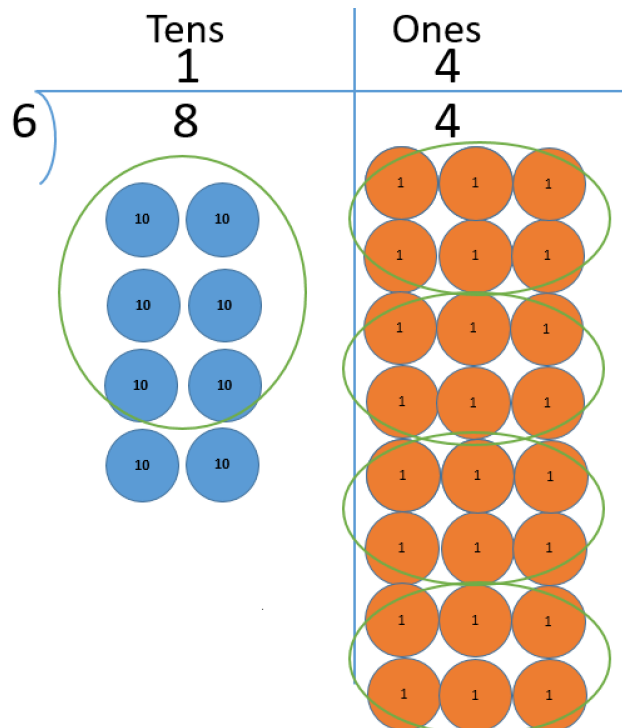
$84 \div 6$. I use the 'bus stop' method and place value counters.

I put 8 tens in the tens column and 4 ones in the ones column. I can make one group of 6 tens and I have 2 tens left over. I put 1 in the tens column of the answer and exchange 2 tens for 20 ones.



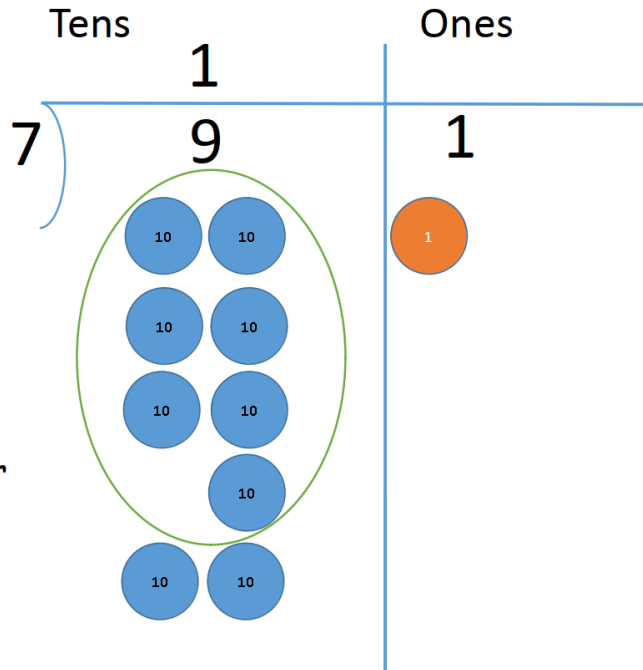
Now I have exchanged my 2 tens for 20 ones, I have 24 ones. I can make 4 groups of 6 ones. I write that in the ones column of the answer.

I can see that $84 \div 6 = 14$



$91 \div 7$. I use the 'bus stop' method and place value counters.

I put 9 tens in the tens column and 1 ones in the ones column. I can make one group of 7 tens and I have 2 tens left over. I put 1 in the tens column of the answer and exchange 2 tens for 20 ones.



4. Which will give the biggest answer?

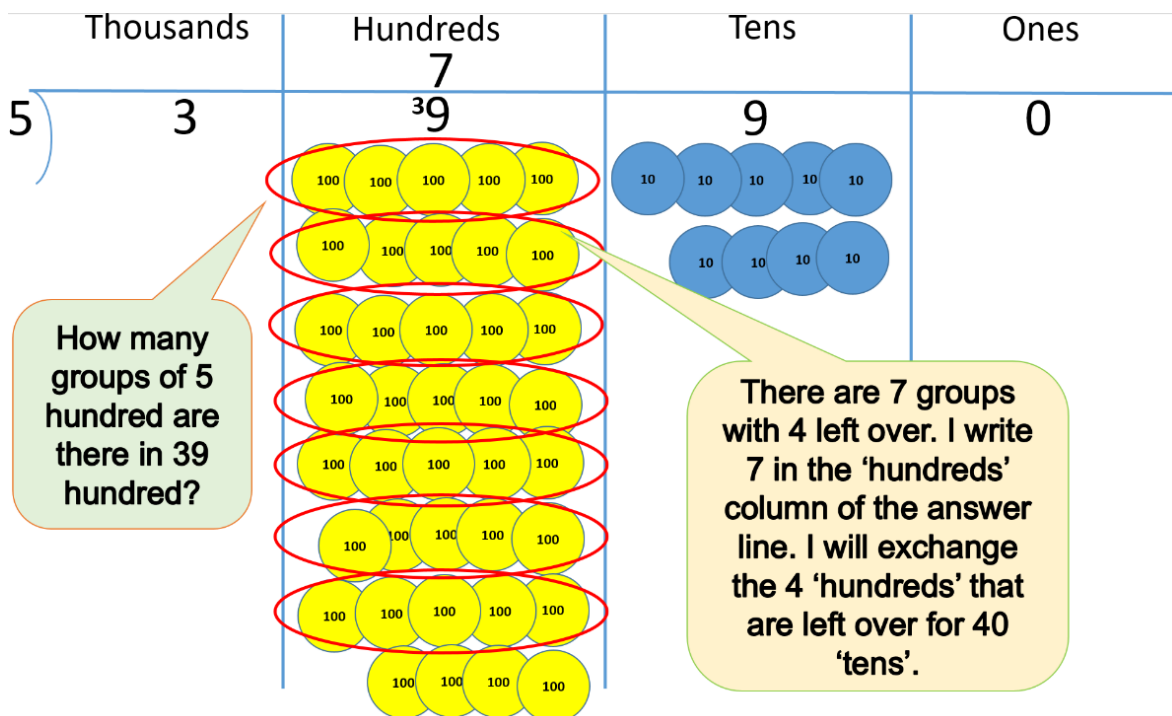
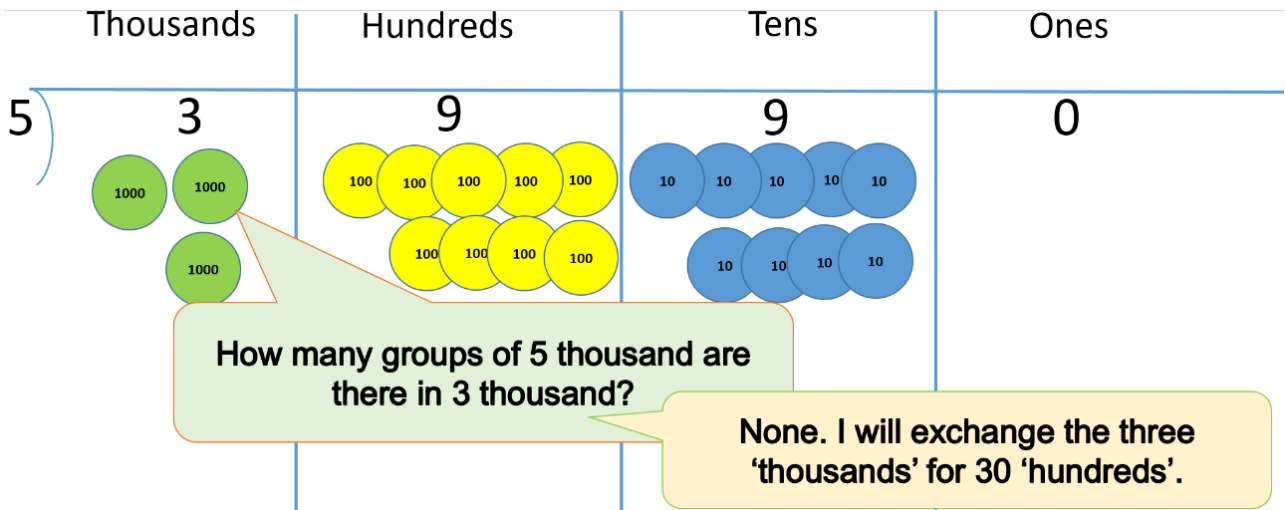
- a) $72 \div 3$ or $125 \div 5$
- b) $52 \div 4$ or $112 \div 8$
- c) $119 \div 7$ or $120 \div 8$

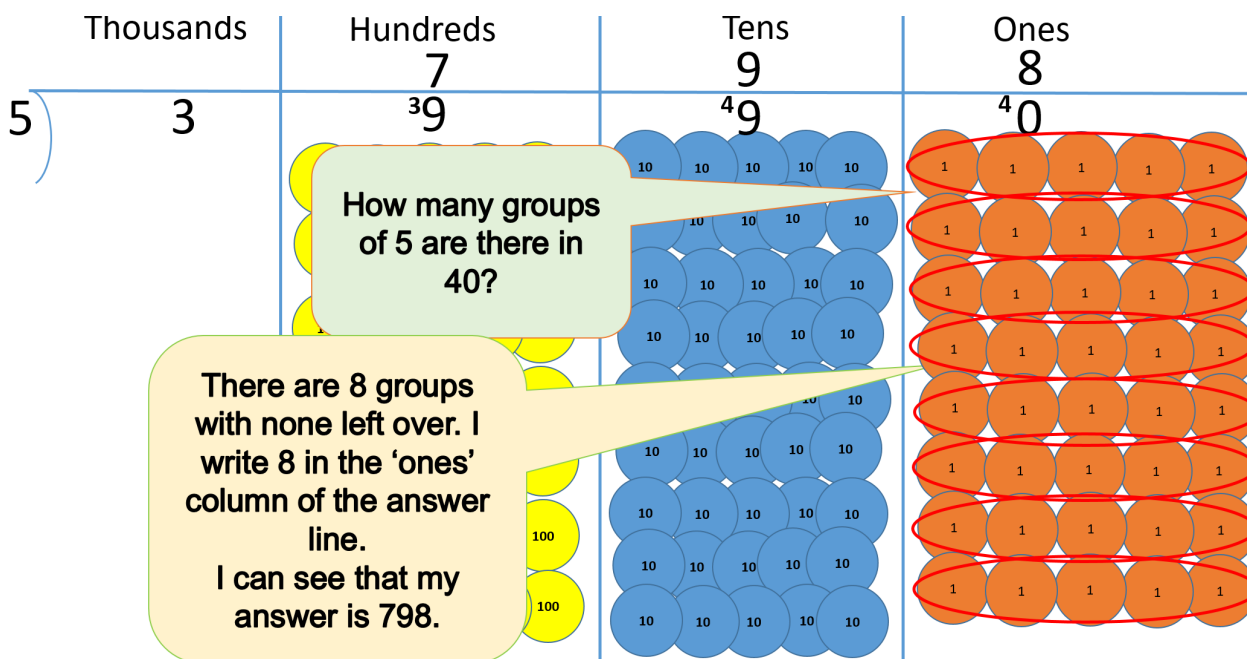
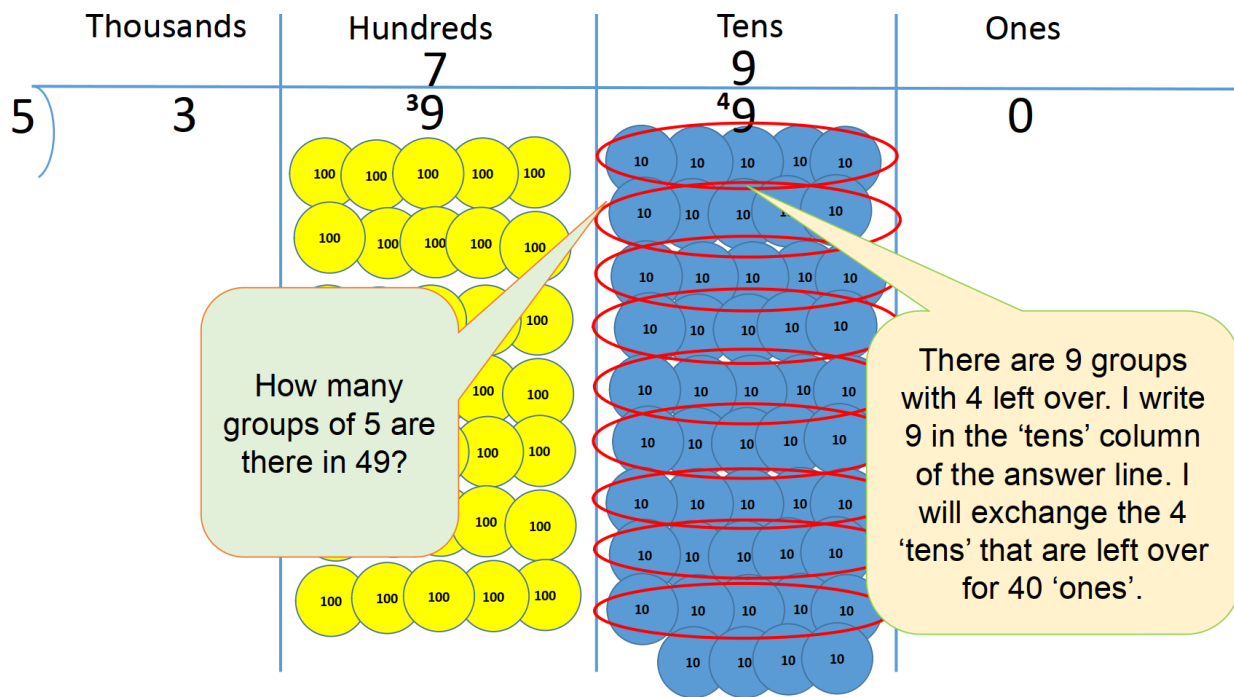
Show your estimate first by putting a circle round the question you think will have the larger quotient. Use the space below to work out the answers.

1. Dividing three and four digit numbers

Mary is planning a road trip across America. The distance from New York in the east to Los Angeles in the West is about 3990km. Tererai is trying to decide if she should take 5 days, 6 days or 7 days for the trip. She wants to know how many km a day she will need to drive if she takes 5 days, 6 days or 7 days.

Here is how we work how many km she would do a day on a 5 day trip ($3990 \div 5$)





Questions

Work out how many km Mary will do on a 6 day trip and a 7 day trip. Use the large division chart and place value counters on p 115 but write your answers here.

Thousands	Hundreds	Tens	Ones
)			

Thousands	Hundreds	Tens	Ones
)			

Mary will drive at about 100km per hour. Mary divides each amount by 100 to see how many hours driving she would need to do each day.

	5 days	6 days	7 days
Km per day			
Number of hours driving			

Do you think Mary should take 5, 6 or 7 days for the trip? Why?

2. The greatest quotient game

This game is for two or more players.

You need two sets of 0-9 digit cards (numbers written on scraps of paper will work).

Each player draws a table like this:

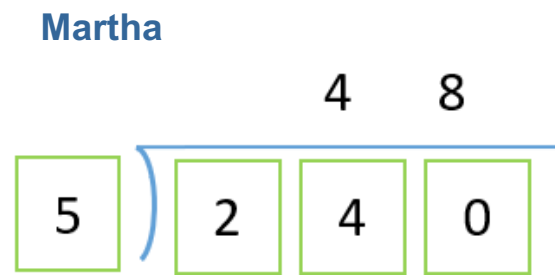
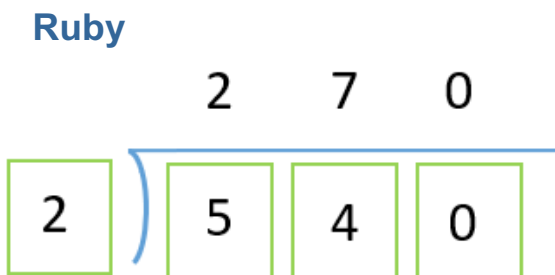


Turn over the top card. Each player writes the digit in any box. Repeat until all the boxes are filled.

Work out the answer.

The player with the greatest quotient wins a point.

Example:



Ruby wins!

Unit 8: Don't forget your dreams!

Literacy and Learning English

A. Literacy. Look at the picture. What have the girls written on their pieces of paper?



B. Literacy. Now read the story.

English

Don't forget your dreams!

One day in a SAGE session, the Community Educator asked the girls to write what they wanted to do when the SAGE sessions finished.

"I've got three or four ideas," said Thandiwe. "Can I write all of them?"

"Yes, that's fine," said Community Educator.

"Can we change our minds later?" asked Rudo.

"Of course you can!" said the Community Educator. "This is just to help you think about what you're good at, and what possibilities there are for the future."

"We've talked about this before," said Glory. "Why do we need to write it down?"

"It's to help you to remember," said the Community Educator. "Have you heard the story of Tererai Trent?"

Nobody answered.

"Then I'll tell you," she said.

Tererai Trent was born into a poor family in Mashonaland West. She did not go to school, but her brother did. She taught herself to read and write from her brother's schoolbooks. She started doing her brother's homework. The teacher found out, and asked Tererai's family to send her to school. She went to school for a while, but then she got married, and by the time she was 18, she had three children.

One day a visitor to the village asked the young women about their greatest dreams. Tererai said she wanted to go to America, study at a university, and become a university teacher. It was a big dream! Tererai wrote her dream on a piece of paper, put it in an old tin and buried it.

Seven years later, Tererai started studying at a university in America. Nine years after that, she became a university teacher. She returned to Zimbabwe, and dug up the tin with her dreams in it.

Back in America, she told her story on TV. She raised \$1.5 million, and built a school in her village in Zimbabwe.

Story summaries

English

In a SAGE session, the Community Educator asked the girls to write their dreams to help them remember. She told them the story of Tererai Trent. Tererai didn't go to school, and taught herself to read and write from her brother's schoolbooks. Tererai wanted to go to America, study at a university, and become a university teacher. She wrote her dream on a piece of paper. Then she put it in an old tin and buried it. A few years later, she did both the things she dreamed of. She told her story on TV. She raised \$1.5 million, and built a school in her village in Zimbabwe.

Shona

Muchidzidzo cheSAGE, mudzidzisi wemunharaunda akakumbira vasikana kuti vanyore pasi zvavanoshuvira kuti zvivabatsire kuzorangerira. Akavataurira nyaya ya Tererai Trent. Tererai haana kuenda kuchikoro, zvakare akazvidzidzisa kuverenga kubva kumabhuku ehanzvadzi yake. Tererai aida kuenda kuAmerica, kudzidza kuchikoro chikuru chedzidzo, nekuzoita mudzidzisi pachikoro chikuru chedzidzo. Akanyora pasi zvishuvo zvake pabepa. Akabva ariisa mugaba ranga risisashandiswe akacherera pasi. Mushure memakore mashoma, akakwanisa kuita zvese zvaishuvira. Akataura nyaya yake pachivhitivhiti. Akakwanisa kuunganidza mari inosvika iyo gumi rezviuru zvemazana nemashanu ezviuru zvemazana (\$1.5 million), akavaka chikoro mudunhu rekwake muZimbabwe.

Ndebele

Ezsfundweni zeSAGE, umbalisi wacela amankazana ukuthi abhale ngezifiso lamaphupho abo ukuthi bangakhohlwa. Wabaxoxela indaba ngoTererai Trent. uTererai kalitholanga ithuba lokuya esikolo, kodwa wazifundisa ukubala lokubhala esebenzisa ingwalo zikamnewabo. UTererai wayefisa ukuya eAmerica, afunde eyunivesithi abe ngumbalisi weyunivesithi. Wabhala izifiso zakhe ephepheni. Walithatha iphepha walifaka egabheni waligqibela. Ngemva kweminyaka, wazenza izifiso zakhe zonke. Indaba yakhe wayixoxa kumabona kude. Wathola isigidi elilenxenye yamadola, wakha isikolo esigabeni sakibo kweleZimbabwe.

Kalanga

Mutjidiyo tje SAGE ndiyi wakakumbila basikana kuti bakwale woloto labo kutila kuti babezeswikumbudza nekwalo. Wakabatawulila lungano gwa Tererai Trent. Tererai azotongonda kukwele kuti azwidiye bala nekwala



koga wakazwidiya aliyega ebala whalo dzebakulu babe. Wakabe ehakanda ku America kunyuveithi kuti abe ndiyi kunyuveithi. Akakwala woloto lile mutjiphepha nyana. Wakatola phepha akalihhalila mutjikabhana akatjivukidza kusi kwemavu. Hule kwelubaka wakata zose zwinhu zwaka eyemula thama. Waka kubunganya miliyoni inakuhanu pehhugwi (\$1.5 million) ekabaka kwele mutjaba tjakanyikwabo kuZimbabwe.

C. Literacy. Are the sentences true or false? If they are false, say what really happened.

- | | |
|---|--------------|
| 1. The SAGE girls are going to write their dreams for the future. | TRUE / FALSE |
| 2. Tereria Trent learned to read and write at school. | TRUE / FALSE |
| 3. She wanted to study in the USA. | TRUE / FALSE |
| 4. She wrote her dream, and put it in a bag. | TRUE / FALSE |
| 5. She did the things she dreamed of doing. | TRUE / FALSE |
| 6. She told her story on TV. | TRUE / FALSE |
| 7. She got some money to build a hospital in her village. | TRUE / FALSE |

D. Learning English.

Choose the meaning of **dream** in **this story**.

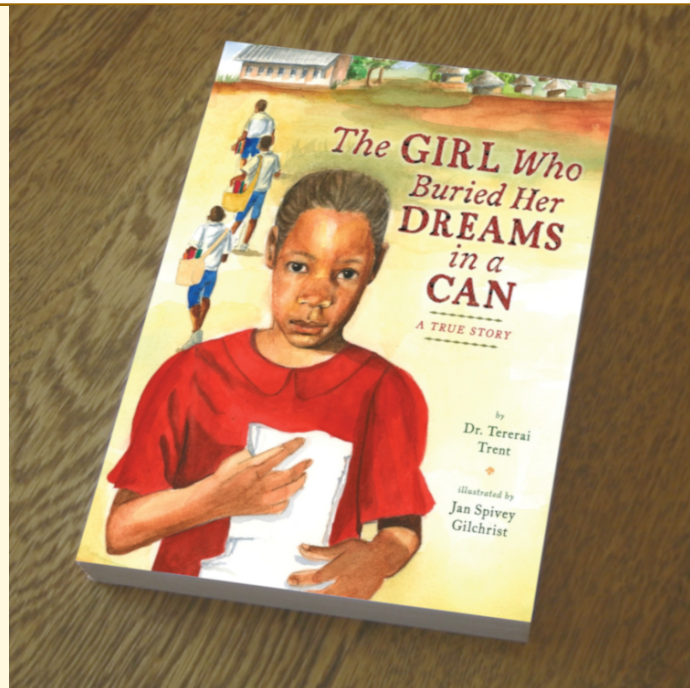
- a) Pictures you see when you sleep
- b) Something you hope will happen in the future
- c) Something that's very nice

E. Literacy. Write your dreams here, if you want to.

G. Literacy: Read the text and talk about the questions.

The Girl Who Buried Her Dreams in a Can

All the girl wanted was an education, but she could not go to school. She taught herself to read and write with her brother's schoolbooks, and she taught herself to count by watching cows.



She wrote her dreams on a scrap of paper and buried them in a can to remind her that she couldn't give up on them. She dreamed of going to America and studying at a university, and she dreamed of bringing education to all the children in her village.

Would her dreams ever come true? Find out in this amazing book.

Illustrated with beautiful pictures, Dr Tererai Trent's true story will inspire readers of all ages.

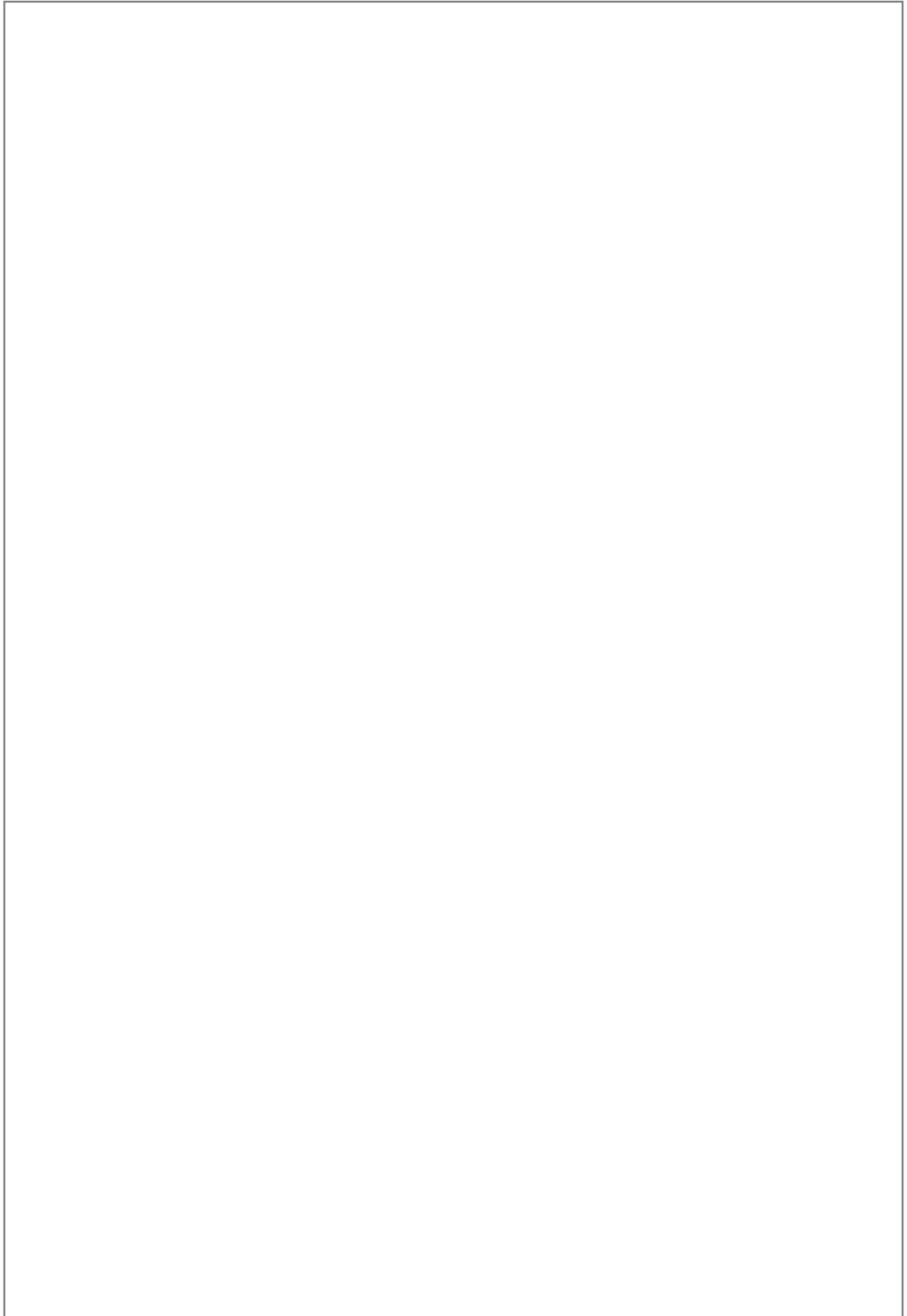
1. Who wrote this book?
2. Why do you think she wrote it?
3. What story does it tell?
4. Would you like to read it? Why?

H. Literacy: Make a book cover

Imagine a book. Is it a story? Is it about facts? What is it about? What is the title? Imagine the front cover. Write and draw it on the next page.

I. At home: Writing

Write your answers to the questions in G. You can do it on the pages at the back of this book.



Numeracy

1. Ordering 5-digit numbers

Hundred thousands (H th)	Ten thousands (T th)	Thousands (Th)	Hundreds (H)	Tens (T)	Ones (O)
		1	0	0	0
	1	0	0	0	0
1	0	0	0	0	0

Hundred thousands H th	Ten thousands T th	Thousand Th	Hundreds H	Tens T	Ones O
	2	3	1	8	7
	4	6	4	5	8

23 187

The value of **3** is

The value of **7** is

The value of **8** is

The value of **2** is

The value of **1** is

Module 2b

46 458

The digit is in the ones column.

The digit is in the one thousand column.

The digit is in the tens column.

The digit is in the ten thousands column.

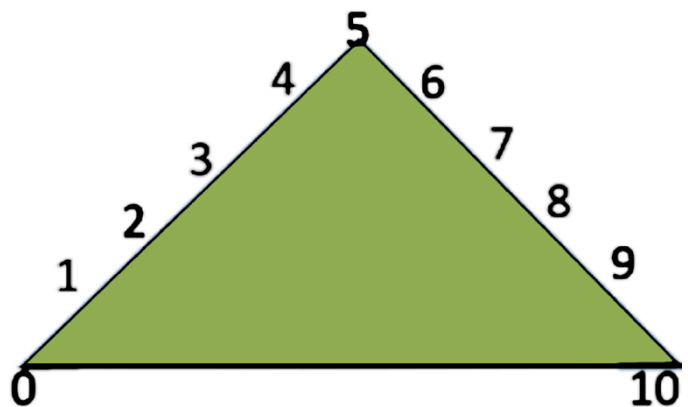
Can you write five 5-digit numbers with a 5 in the tens column. Write them in this space.

Now can you put them in order from largest to smallest and write them in this space.

2. Collecting for charity

Rounding to 10 – a reminder

Imagine the ball rolling down the side of a hill. If a ball starts off on a number less than 5 it is going to roll back to 0. If starts on a number greater than 5 it is going to roll on to 10.



Rounding to the nearest 1000

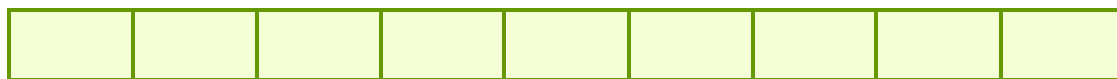
The amounts raised each month

	January	February	March	April	May	June	July	August	September
Total	\$11 256	\$34 467	\$45 878	\$57 456	\$65 423	\$75 124	\$82 325	\$92 000	\$100 100
Rounded to the nearest thousand	\$11 000								

Round **11 256** to the nearest 1000.

11 000

12 000

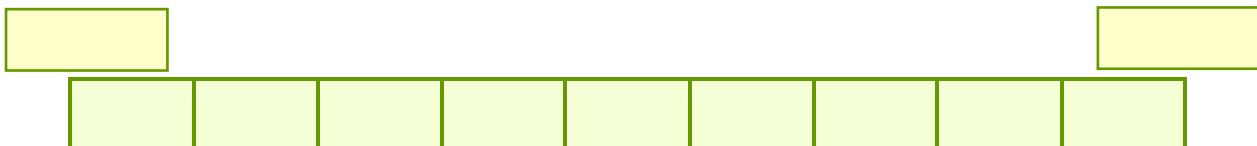


↑
11 256

11 256 is between 11 000 and 12 000.

11 256 rounded to the nearest thousand is 11 000

Round **34 467** to the nearest 1000



34 467 is between and

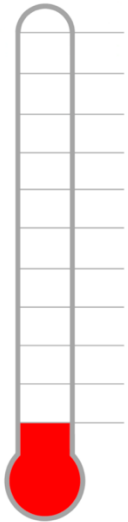
34 467 rounded to the nearest thousand is

Round the other monthly totals in the same way and complete the table.

Charity Thermometers

Colour in the thermometer total for each month. Remember to use the rounded amount.

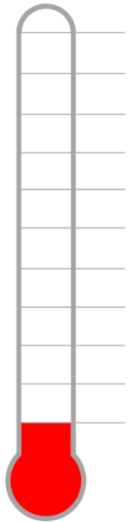
Module 2b



Our goal

**THANK
YOU!**

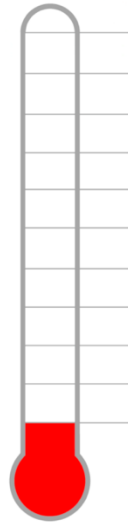
January



Our goal

**THANK
YOU!**

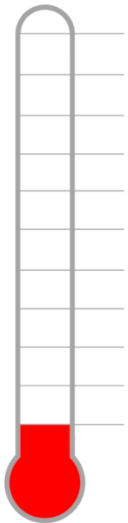
February



Our goal

**THANK
YOU!**

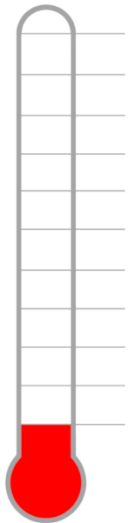
March



Our goal

**THANK
YOU!**

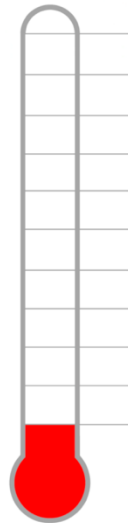
April



Our goal

**THANK
YOU!**

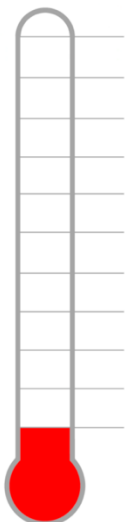
May



Our goal

**THANK
YOU!**

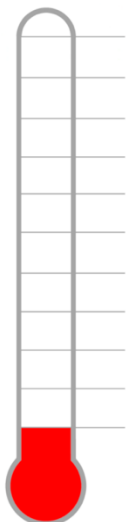
June



Our goal

**THANK
YOU!**

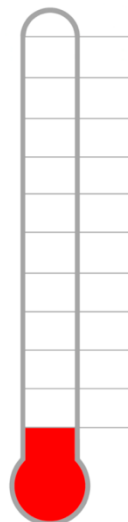
July



Our goal

**THANK
YOU!**

August



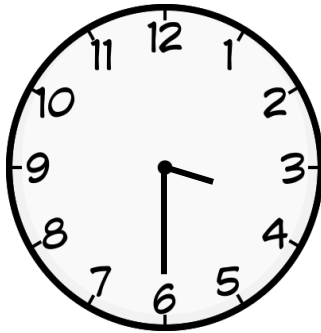
Our goal

**THANK
YOU!**

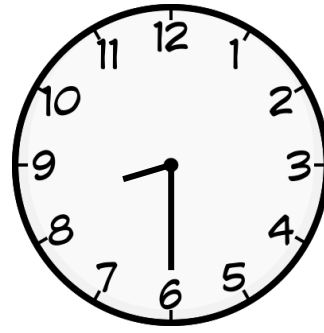
September

3. Quarter to and quarter past

Oklahoma Time and Zimbabwe Time



Oklahoma, PM



Harare, AM

Fill in the table to show the time in Zimbabwe. Say if it is **am** or **pm**.

Oklahoma	Zimbabwe
6pm	Midnight
5am	
4:30pm	
8:30 am	
7:30pm	
2: 30pm	

Activity 2: Writing the time in different ways

Only the minutes hands are on these clocks. Match the clock with the times.

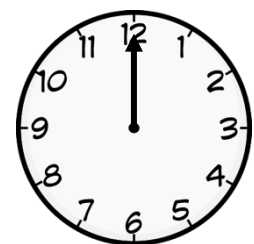
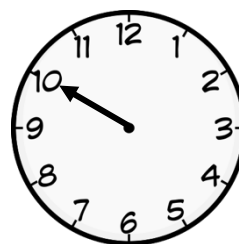
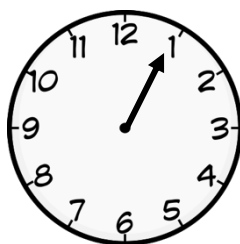
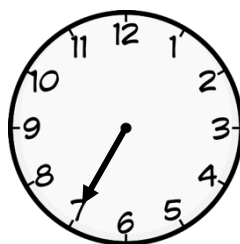
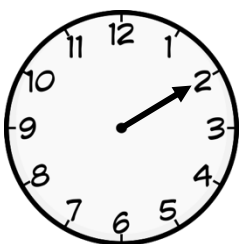
Monday

Tuesday

Wednesday

Thursday

Friday



o'clock

5 past

ten past

ten to

twenty five to

Draw the hour hand on each clock on the previous page.

Monday - ten minutes past 5

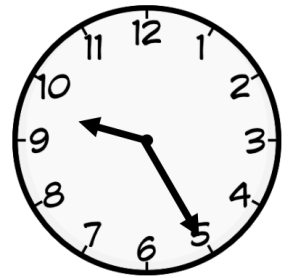
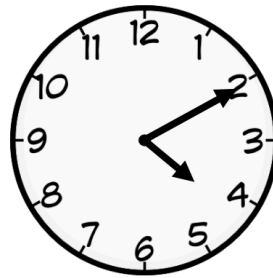
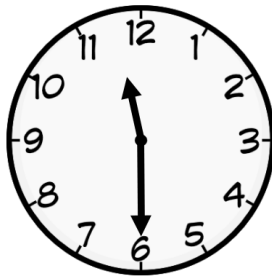
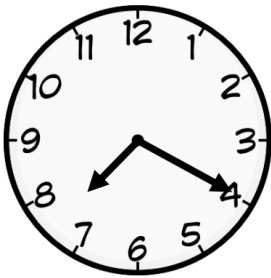
Tuesday - twenty five minutes to 3

Wednesday - five minutes past 8

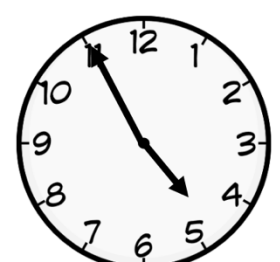
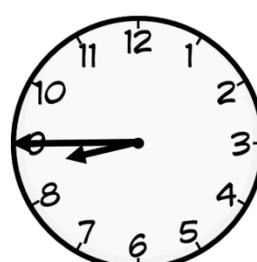
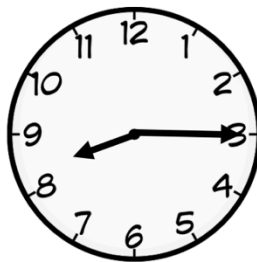
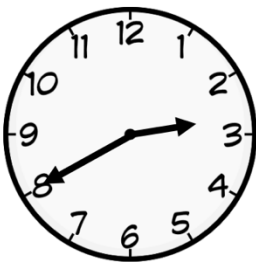
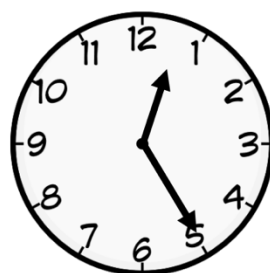
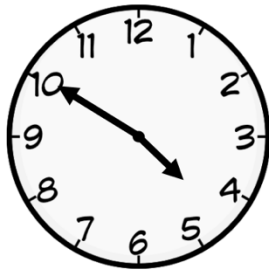
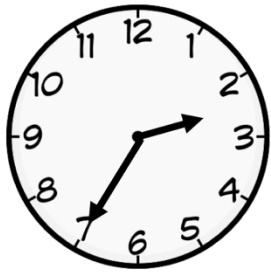
Thursday - ten minutes to five

Friday - 9 o'clock

Write the time in two ways in two different ways under each clock. The first has been done.



20 minutes past 7
7:20 (am or pm)



Unit 9: Applying for a training course

Literacy and Learning English

A. Literacy. Look at the picture. What is Vimbai doing? Can you guess why she is doing this?



B. Literacy. Now read the story.

English

Applying for a training course

Vimbai was with her SAGE friends.

“I want to apply for a training course,” she said.

“I know,” said Thandiwe. “You wrote it in the last SAGE session.”

“Well, now I’ve found about a horticulture course. It looks really interesting.”

“Those courses are very popular,” said Glory. “Not everybody who applies for them gets a place.”

“I know that, but it’s worth applying,” replied Vimbai. “If I get a place, that will be great. If I don’t get a place, I’ll do something different.”

“That’s a good way of looking at it,” said Bethsaida

“I’ve got to fill in a form,” said Vimbai, and showed them a piece of paper. “In this box here, it says ‘Why do you want to do this course?’ and then there’s space to write something. I don’t know what to write.”

“Tell us why you want to do it,” said Thandiwe. “Maybe that will help.”

Vimbai thought for a moment. “I want to grow food,” she said. “Then my family and I can eat some of it, and I can sell the rest.”

“That’s a good reason,” said Glory. “But I don’t think that’s really what they want to see that in the box. I think you need to write something that’s more about you as a person.”

“How about this?” said Vimbai. “I’ve always been interested in horticulture. I already grow some vegetables. I think I would be good at earning money to live that way. I’d like to learn more, so I can do it as well as possible.”

“That’s better!” said Glory.

“OK,” said Vimbai. “I’ll write that. How do you spell ‘interested’?”

Story summaries

English

Vimbai found about a training course in horticulture. Grace said that the courses are very popular, and not everybody gets a place. Vimbai said, “If I get a place, that will be great. If I don’t get a place, I’ll do something different.” Vimbai had to fill in a form to apply for the course. One box said, ‘Why do you want to do this course?’ Glory helped Vimbai with ideas to write in this box.

Shona

Vimbai akanzwa nezve chidzidzo chekurima zvirimwa zvepamusha. Glory akati zvidzidzo izvi zvine mukurumbira, zvakare haasi munhu wese anowana nzvimbo. Vimbai akati, “Kana ndikawana nzvimbo, zvinenge zvakanaka kwazvo. Kana ndikasaiwanawo ndinoita zvimwe.” Vimbai aifanirwa kuzadzisa tsamba yekuforera nzvimbo yekuita chidzidzo ichi. Pane panga paine mubvunzo waiti, ‘Sei uri kuda kuita

chidzidzo ichi?'. Glory akabatsira Vimbai nemazano ezvekunyora panzvimbo iyoyo. Vimbai akanyora kuti agara anotorima zvirimwa zvepamusha, uye anoda kuti awedzere zivo yake pamusoro pazvo.

Ndebele

UVimbai wezwa ngezifundo zokulima izilimo zangekhaya. UGlory wathi izifundo lezi zidumile kakhulu njalo akusiyewonke oyitholayo indawo. UVimbai wathi, "nxa ngingayithola indawo kuzaba yinto enhle kakhulu. Nxa ngingayitholanga ngizayenza okunye okwehlukileyo". UVimbai kwakumele agcwalise elinye iphepha ekudingeni kwakhe indawo. Elinye ibhokisi lalisithi "kungani ufuna ukwenza lezizifundo"? uGlory wamncedisa UVimbai ngembono yokuphendula umbuzo lo. UVimbai wabhala ukuthi uvele uyalima izilimo zangekhaya ngakho ufisa ukuthola olwazi olunengi.

Kalanga

Vimbai wakanaka luziba nekwezwiyo zwelima zwilimwa zwemun'ha. Glory wakati zwidiyo izwezwi zwakamilikila pehugwi kwazo ndizo ateyibo bose bano yemula zwita banowana bugalo. Vimbai wakati, "ndikawautjiga mukwele tjezwidiyo izwezwi ndinga hanha kwazo. Hapa ndisawana bugalo, ndothama kumwe kwakasiyana. Vimbai wakakwala lukwalo ehaka ndawo. Limwi bhokisana lakati, ini tjakuthama kuti uhake thama zwidiyo izwezwi? Glory wakabhatsha Vimbai bebonisana nezwingakwagwa mutjibhokisana. Vimbai wakati wagala atjantangisa kale lima milibo ndizo unohaka pamhidzila luzibo gugwe gwelima.

C. Literacy. Number the sentences 1 to 5, in the order they happen.

Vimbai finished filling in the form.

Glory said not everybody gets a place on the course.

Vimbai found out about a training course.

Glory suggested what Vimbai should write on the form.

Vimbai said that if she doesn't get a place she will do something else.

Module 2b

D. Learning English. Find words in the story with these meanings. Write them and say them.

- | | |
|--|-----------------|
| 1. Lessons for adults to learn a new skill | t _____ c _____ |
| 2. Growing fruit and vegetables | h _____ |
| 3. Ask for a job or a place on a course | a _____ |
| 4. A piece of paper with spaces to write information | f _____ |
| 5. Write information on a form | f _____ i _____ |

E. Learning English. Complete what Rudo says with words from the story.

My sister Vimbai wants to do a (**ing train**)
 _____ course in (**ti ture cul hor**)
 _____. She's very (**te ted in res**)
 _____ in growing fruit and (**les et veg ab**)
 _____. Not (**dy ery bo ev**)
 _____ will get a place on the course. If Vimbai
 doesn't get a place, she will do (**thing some**)
 _____ (**er ent diff**) _____.



F. Literacy. Read about Vimbai's course and answer the questions.

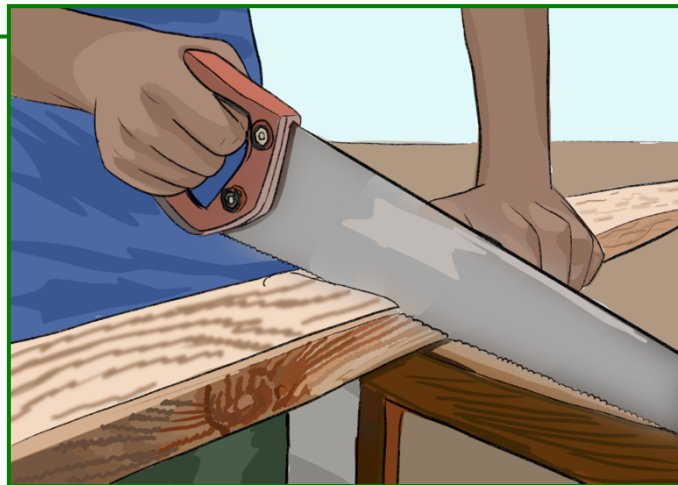
Course title: Basic Carpentry Skills

Course length: 4 weeks

This course teaches basic skills in working with wood. The course includes:

- Choosing the right wood for the job
- Planning the work
- Measuring and cutting the wood
- Joining pieces of wood
- Running a carpentry business

At the end of the course, you will receive a certificate.



Answer the questions.

1. What do people learn on this course? Say at least three things.
2. How long is the course?
3. What do you get when you have finished this course?

Discuss these questions in pairs.

1. Would you like to do this course? Why? Why not?
2. What other courses would you like to do?
3. Why do people do courses like this?

Module 2b

G. Learning English: Imagine you want to go on a training course. Choose a course, and complete the form.

horticulture

motor mechanics

carpentry

catering

dressmaking

your idea

Name: _____		Age: _____
Date: _____	Course: _____	
<p>Why do you want to do this course?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		

H. At home: Writing

Choose a different course. Write something different for 'Why do you want to do this course?'

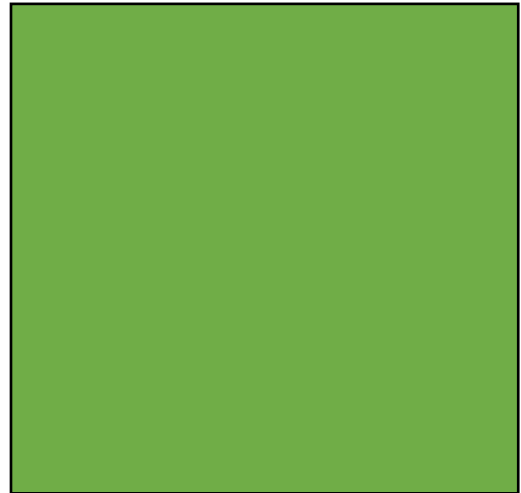
Or: Imagine you another SAGE girls from this book. Complete the form for her.

You can write it in the pages at the back of this book.

Numeracy

1. Counting in tenths

A reminder of tenths



2. Measuring in mm

Place value board for cm and mm

Put these measurements on the place value chart below

1 cm and **2 mm**

2 cm and **3 mm**

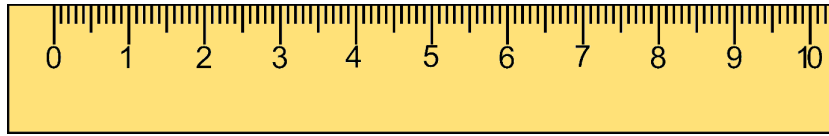
23 mm

54 mm

Tens (cm)	Ones (cm)	Tenths (mm)

Module 2b

Using a Ruler



Choose five things less than 10cm long

Estimate the length in mm

Measure the actual length in mm using the ruler

Write the length in cm

Object	Estimate in mm	Actual Length in mm	Length in cm

3. Make my number

hundreds	tens	ones	,	tenths	hundredths

4. Building a sunshade



Material Costs

Timber (1,65m)	H\$ 35,25
Timber (2,15m)	H\$ 42,15
Cloth (per metre)	H\$ 6,25

Materials Needed

Four poles Height

Metres of cloth

Cost of building sunshade

Unit 10: Vimbai's Plan B

Literacy and Learning English

A. Literacy. Look at the picture. What did you read about Vimbai in Unit 9. What do you think she and Thandiwe are talking about now?



B. Literacy. Now read the story.

English

Vimbai's Plan B

Glory met Vimbai in the road. Vimbai was reading a message on her phone. She looked a little sad.

“What’s the matter?” asked Glory.

“I didn’t get a place on that training course I applied for.”

“I’m sorry to hear that,” said Glory.

“They said my application was good, but three people applied for every place on the course. I wasn’t one of the lucky ones. I’m feeling

disappointed.”

“I can imagine that,” said Glory.

“Never mind,” said Vimbai. “I knew I might not get a place. Plan A was to go on the course, but I’ve got Plan B too.”

“Tell me,” said Thandiwe.

“You know the Moyo family? They do horticulture in a very good, modern way. Mrs Moyo’s fruit and vegetables are famous around here! I’m going to work with them for a while. They can’t pay me much, but I’ll learn a lot about growing fruit and vegetables. Then when I’m ready, I can use that knowledge to grow fruit and vegetables myself.”

“Those tomatoes you grew were delicious,” said Glory. “They made the best relish I’ve tasted! I’ll start my restaurant, and then I’ll buy your fruit and vegetables!”

“It’s a deal,” said Vimbai with smile.

Story summaries

English

Glory met Vimbai in the road. Vimbai was a little sad because she didn’t get a place on the training course. There weren’t enough places for all the people who applied. She told Glory about her ‘Plan B’. She is going to work for a while with a family who are very good at growing fruit and vegetables. She will learn from them, and then she will start growing her own fruit and vegetables. Glory said that she will start a restaurant, and then she will buy Vimbai’s fruit and vegetables.

Shona

Glory akasangana naVimbai panzira. Vimbai akanga akasuruvara mbichana nekuti akanga asina kuwana nzvimbo pachidzidzo chaaida kuita. Kwakanga kusina nzvimbo dzakakwanirana nevanhu vakanga vaforera nzvimbo. Akataurira Glory nezve mamwe mafungiro ezvekuita. Ari kuenda kumbonoshanda kwechinguva nemhuri inogona zvekurima michero nezvirimwa zvepamusha. Achanodzidza kubva kwavari ozotanga kurimawo yake michero nezvirimwa zvepamusha. Glory akati achavhura imba yekudyira ozonotenga zvirimwa zvaVimbai.

Ndebele

UGlory wahlangana lo Vimbai emgwaqweni. UVimbai wayedanile ngoba engatholanga indawo yokwenza izifundo zakhe. Indawo zazingeneli umuntu owayetshengise uthando lokungena khona. Watshela uGlory ngecebo lakhe lesibili. Uzayasebenza okwesikhatshana lemuli elima izithelo lemibhida kakuhle. Uzafunda kibo, abeseqalisa ukuzilimela imibhida lezithelo. UGlory wathi uzaqala indlu yokudlela njalo uzabethenga imibhida lezithelo zika Vimbai.

Kalanga

Nkumbulo webubili Glory wakahangana na Vimbai muzila. Vimbai waka ewha zogwadza nekuti azotjawana bugalo kuti athame khosi. Banhu bakaba banjisa bakabe haka bugalo .Wakakumbula nohingidzana neyimwe mhuli yaka ithama zubanana mumihingo yelima mitjelo nemilibo. Wakakumbula hingidzana nabo kuti hule kolubaka azwilimile iye mitjelo nemilibo. Glory iye wakati unohhula tolo tjitje tjihinobhika zodliwa kuti abe ewoda mitjelo ne milibo kuna Vimbai.



C. Literacy. Answer the questions

1. Why was Vimbai a bit sad?
2. Why didn't she get a place on the course?
3. What is Vimbai's 'Plan B'?
4. What did Glory say she will do when she starts a restaurant?

D. Learning English. Find words in the story with these meanings. Write them and say them.

1. Sad because something you were hoping for doesn't happen

d _____

2. Things you know

k _____

3. Something you can eat with sadza

r _____

4. Something you agree to do with another person

d _____

5. Choose the meaning of **plan B**.

- a) A better plan than your first plan
- b) A worse plan than your first plan
- c) A different plan, in case your first plan doesn't happen

E. Find the words in the puzzle. Look → and ↓. Write the words. Say the words.



ap _ _ _



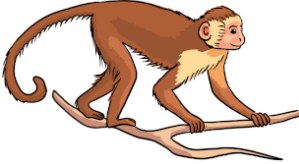
gl _ _ _



ju _ _ _



li _ _



mo _ _ _



mo _ _ _



or _ _ _



pl _ _ _



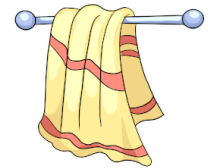
qu _ _ _



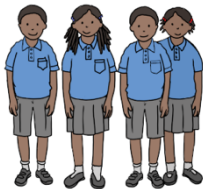
sh _ _ _



th _ _ _



to _ _ _



un _ _ _ _



ve _ _ _ _ _



wa _ _ _ _

w	l	i	o	n	q	r	t	h	u	m	b
a	k	h	b	p	u	n	i	f	o	r	m
t	o	w	e	l	e	j	u	i	c	e	o
c	r	i	x	a	u	f	v	m	s	a	n
h	a	y	a	n	e	s	h	o	e	p	k
f	n	o	w	t	q	d	l	u	m	p	e
p	g	l	a	s	s	e	s	s	z	l	y
v	e	g	e	t	a	b	l	e	s	e	o

F. Literacy: What are they going to do next?

Here are the names of SAGE girls you have read about in this module and earlier modules. What can you remember about them? Guess what they are going to do after their SAGE sessions finish. You can find some of the information in this book. You will find out what they do in Module 2C.



Vimbai



Rudo



Glory



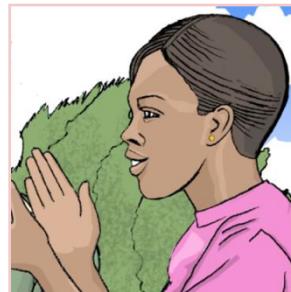
Bethsaida



Thandiwe



Kiri



Zendaya



Precious

G. Write your guesses

Write your guess about at least four of the girls. You can write it in the pages at the back of this book. You can start like this:

I think ... is going to ...

Numeracy

1. Remainder game

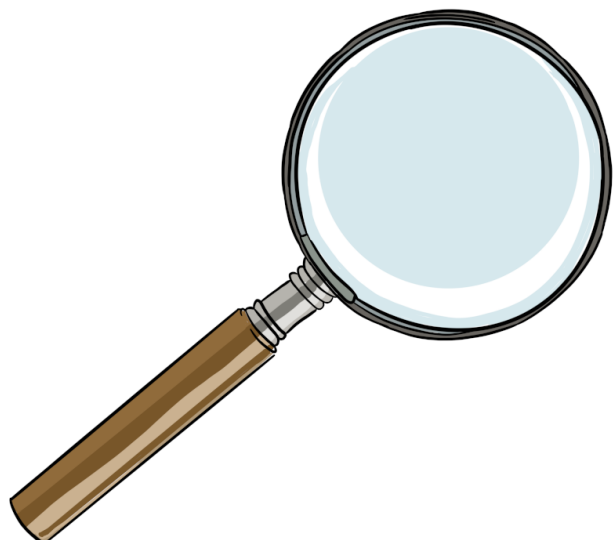
- Put your counter or stone on number 1.
- Take it in turns to throw the dice and move your counter forwards.
- Decide whether to divide the number you land on by 3 or by 5.
- You score is the remainder after division.
- The player with the highest score when the first girl reaches 50 wins.

41	42	43	44	45	46	47	48	49	50
40	39	38	37	36	35	34	33	32	31
21	22	23	24	25	26	27	28	29	30
20	19	18	17	16	15	14	13	12	11
1	2	3	4	5	6	7	8	9	10

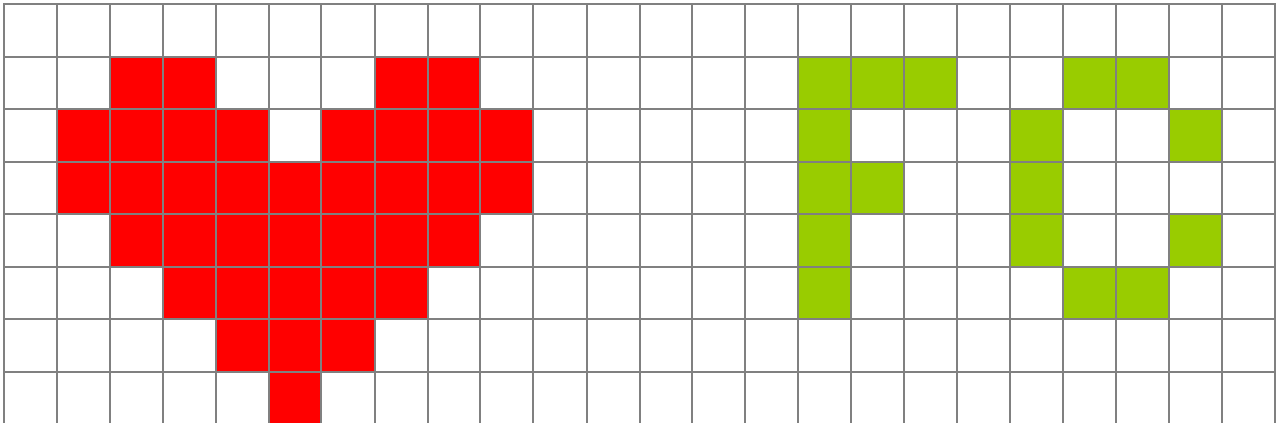
2. Magnifying your initials

Draw a design and magnify it by either 2, 3 or 4. Be sure to check if it will fit before you start.

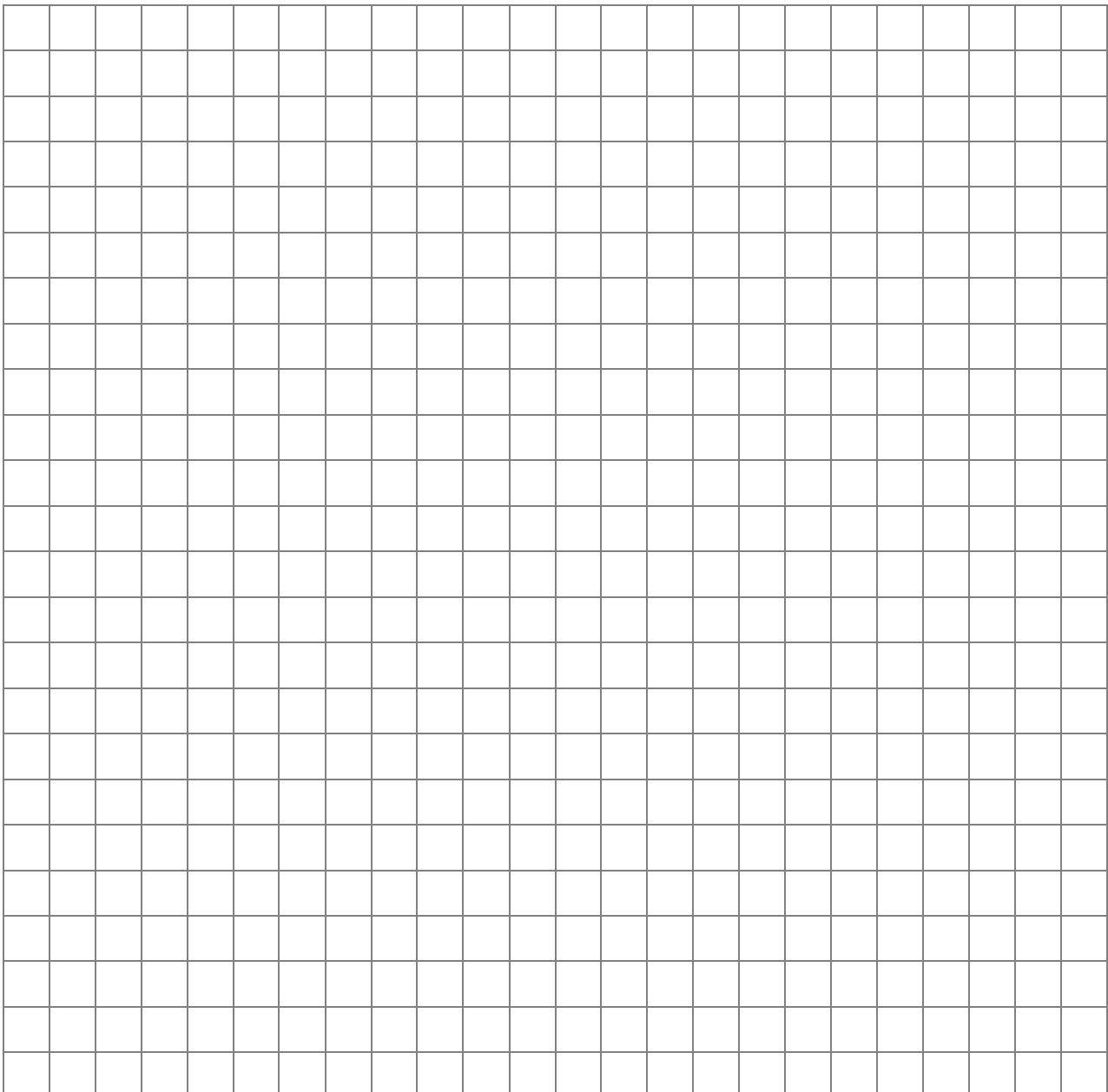
Remember to find the length of each part of your design and multiple it by 2, 3 or 4.



Some example designs



Draw and magnify your design.



Module 2b

3. First to five

- Make two teams.
- Pick a girl to be the caller. She calls out a calculation from the list.
- The first team to find the answer and show it on their grid wins a point. The other team should always check it is right!
- The first team to 5 wins.
- If a team answers wrongly, the question is offered to the other team.
- Take it in turns to be the caller.
- If you run out of questions, make up some of your own!

Questions:

$125 \div 10$ 654×10 45×100 $542 \div 100$

$787 \div 10$ 308×10 214×100 $9280 \div 100$

$32 \div 10$ 85×10 6×100 $421 \div 100$

$5 \div 10$ $3,2 \times 10$ $1,7 \times 100$ $28 \div 100$

100	10	1	0,1	0,01
200	20	2	0,2	0,02
300	30	3	0,3	0,03
400	40	4	0,4	0,04
500	50	5	0,5	0,05
600	60	6	0,6	0,06
700	70	7	0,7	0,07
800	80	8	0,8	0,08
900	90	9	0,9	0,09

Numeracy Progress Assessment problems

Problem 1: Totals and differences

Part 1: Find the total of $830 + 270 + 160$. You can use any method to find the answer. For example, you could draw number lines or use a place value chart with cards or counters to find the answer. You can find a chart on page 113.

Part 2: Find the total of $2300 + 750 + 3460 + 1060$. You can use any method to find the answer.

Part 3: Ruby's farm account book from one year is shown below.

- (a) Total in 'In' column
 - (b) Total the 'out' column
 - (c) How much profit or loss did Ruby make?
- You can use any method to find the answer.

<u>Farm accounts</u>	Year 1	
	In (\$)	Out (\$)
Loan	4500	
Loan repayment		1750
Debt repayment		
From savings	1250	
Insurance		180
From last year		
Seeds		2500
Sprays and fertiliser		650
Trellis		700
For new crop		
Vegetable sales	1660	
Investment (10%)		
Totals		
Profit or loss		

Module 2b

Problem 2: Multiplying and dividing

Part 1: Multiply 45×24 .

You can use any method to find the answer. For example, you could use the grid method. You can find a grid on page 114.

Part 2: Find $4872 \div 6$.

You can use any method to find the answers. For example, you could use a division chart and place value counters. You can find a division chart on page 115.

Part 3: Ruby's farm has 28 apple trees. Each tree has around 85 apples. How many does she have altogether?

<u>Farm accounts</u>	Year 1	
	In (\$)	Out (\$)
Loan	4500	
Loan repayment		1750
Debt repayment		
From savings	1250	
Insurance		180
From last year		
Seeds		2500
Sprays and fertiliser		650
Trellis		700
For new crop		
Vegetable sales	1660	
Investment (10%)		
Totals		
Profit or loss		

Problem 3: Percentages and decimals

Part 1: Find **50% of 60**.

You can use any method to find the answers. Remember that $50\% = \frac{1}{2}$

Part 2: Find **25% of 20**.

You can use any method to find the answers. Remember that $25\% = \frac{1}{4}$

Part 3

- (a) Ruby's farm has 80 tomato plants. 10% of them died. How many plants died?
- (b) Ruby invests in her business each year. She invests 10% of her vegetable sales. Work out her 10% investment when sales were
- (i) \$1880
 - (ii) \$2565

You can use any method to find the answers. For example, you could use a place value chart and counters. You can find a place value chart on page 113.

Appendix 1: Numeracy Resources

Place value charts

Thousands	Hundreds	Tens	Ones

Thousands (Th)	Hundreds (H)	Tens (T)	Ones or Units (U)	tenths (t)	hundredths (h)	thousandths (th)

A multiplication grid

X				Total



Division chart

Thousands	Hundreds	Tens	Ones

Appendix 2: Reading simple texts

Read the story and answer the questions.

Vimbai's new job



It was Vimbai's first day in her new job. She said goodbye to her sister Rudo and her cousin Kundai. She got on her bike. She rode her bike to the Moyo family. She helped them to plant some lemon trees. It was hard work, but she enjoyed it. She learned a lot about planting trees. At the end of the day, she rode her bike back to her home. She told everybody about her exciting first day of work.

1. Why was it a special day for Vimbai?
2. How did she travel to her new job?
3. What did she help to do?
4. What did she learn?
5. What did she do when she arrived home in the evening?

Read the story and answer the questions.

Nothando's book



One day Nothando went to visit her grandmother.

“I found an old book,” said Nothando’s Grandmother. She gave the book to Nothando.

Nothando took the book home with her. She opened the book and looked at the pictures. The pictures told her that it was a story about animals. There was a mouse, a monkey and an elephant.

Then Nothando tried to read the words. She couldn’t read all the words, but she could understand the story. She enjoyed the story very much.

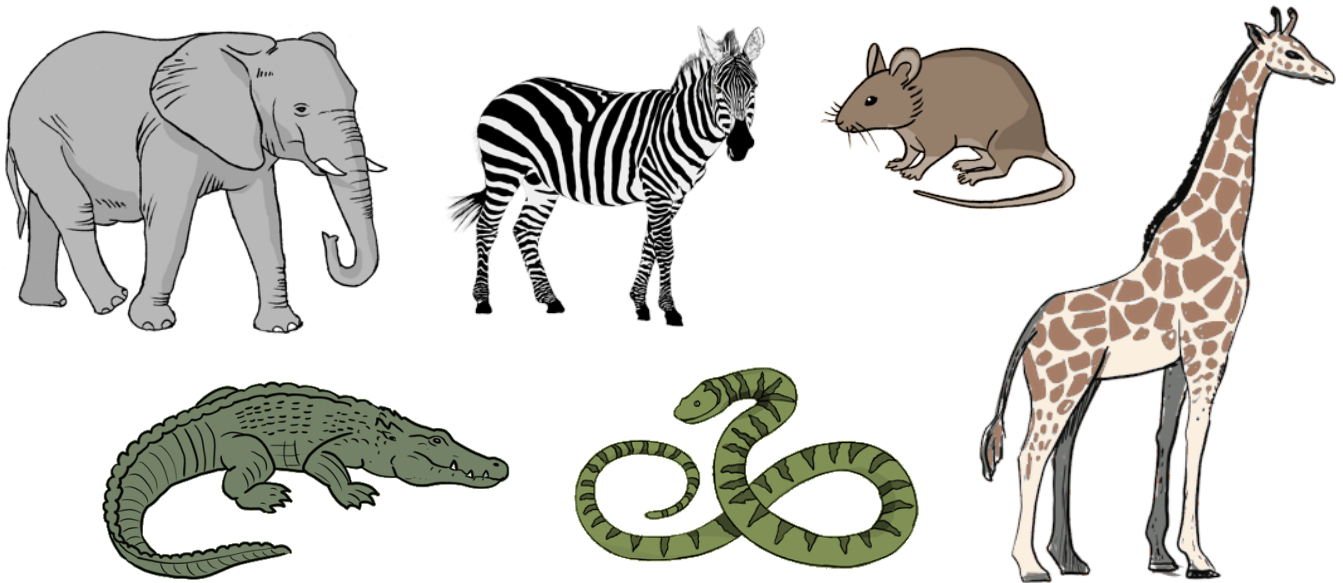
1. Who did Nothando visit?
2. What did Nothando’s grandmother give her?
3. What did Nothando do first when she opened the book?
4. Could Nothando understand the story?
5. Did Nothando like the book?

Animal riddles 1

Before you read

A riddle is a type of guessing game. All these riddles about animals who live in Zimbabwe. Match the words with the pictures.

crocodile zebra elephant giraffe mouse snake



Answer the questions. The words are at the bottom of this page.

1. I am a tall animal. I eat leaves. I have a very long neck. What am I?
2. Here is the next one. I am a very large animal. I am grey. I don't eat meat. My ears are big. My nose is very long. What am I?
3. I am a dangerous animal. I live in the water. I have a big, long mouth. What am I?
4. I am a very long animal. I don't have any legs. I can't run or fly but I can move fast on the ground. What am I?
5. I eat grass and I can walk a long way. I can kick you very hard. I have lots of black and white stripes. What am I?
6. I am a small animal. I like eating seeds. I have a long tail. I live in a hole. What am I?

Animal riddles 2

Match the words with the pictures.

rabbit mosquito spider goat rhino lion



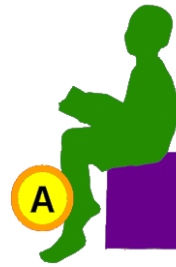
1. I am called the king of the animals. I can run fast, and I like eating most other animals. I am a big cat, and I have sharp teeth. What am I?
2. I am a big grey animal. I have a horn on my nose. What am I?
3. I am an animal that nobody likes. I am an insect. I am very small but I am dangerous. I fly around and I like to drink blood from all animals. What am I?
4. I have long ears. I can hop and run. I like eating grass. I can dig holes. What am I?
5. I have eight legs. I am small but I am clever. I make webs, and I like eating flies. What am I?
6. I live on farms. I give you milk and meat. I have two horns on my head. What am I?

lion / rhino / mosquito / rabbit / spider / goat

Fadziso's day

Match the pictures with the words.

1. I look after my baby brother.
2. I do my homework.
3. I play ball games.
4. I walk to school.
5. I sweep the floor.
6. I collect eggs.
7. I wash my clothes.
8. I grind some maize.
9. I make music and sing.



How often do you do these things?

Now read about Fadziso's day.

Every morning, Fadziso gets up when sun comes up. First, she has some breakfast. Then she sweeps the floor of the hut.

She puts on her school uniform and takes her school bag. She walks to school with her friends. They talk and laugh together. They get to school at eight o'clock in the morning. The first lessons begin at half past eight. Fadziso's favourite lesson is English. At lunchtime, Fadziso plays ball games with her friends.

After school, she walks back home. When she gets home, she changes out of her school uniform. She helps her grandmother to grind the maize, and she collects the chickens' eggs. Then Fadziso looks after her little brother, and her grandmother cooks. After

Module 2b

they eat, she plays with her sister and brother. Sometimes they make music and sing. Then she goes to bed.

Put the Fadziso does in the order that you read them. Number them 1 to 10.

- | | |
|-----------------------------------|--------------------------|
| She collects eggs. | <input type="checkbox"/> |
| She goes to bed. | <input type="checkbox"/> |
| She grinds maize. | <input type="checkbox"/> |
| She has breakfast. | <input type="checkbox"/> |
| She plays ball games. | <input type="checkbox"/> |
| She puts on her school uniform. | <input type="checkbox"/> |
| She sings and makes music. | <input type="checkbox"/> |
| She sweeps the floor. | <input type="checkbox"/> |
| She takes off her school uniform. | <input type="checkbox"/> |
| She walks to school. | <input type="checkbox"/> |

Write things that you do.

| _____

| _____

| _____

| _____

| _____

| _____

| _____

| _____

The monkey and the egg

Read the story and answer the questions

One day a monkey found an egg on the ground.

“Whose egg is this?” said the monkey to himself.

He took the egg to the snake.

“Is this your egg?” the monkey asked.

“No,” said the snake. “My eggs are smaller.”

So the monkey took the egg to the crocodile.

“Is this your egg?” the monkey asked.

“No,” said the crocodile. “My eggs are bigger.”

So the monkey took the egg to the elephant.

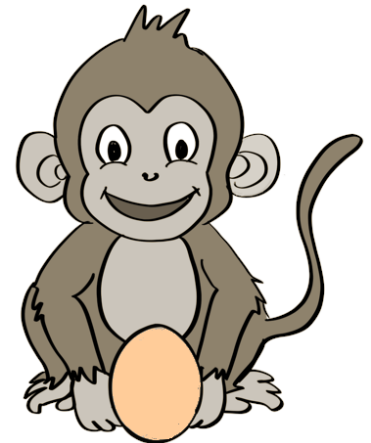
“Is this your egg?” the monkey asked.

“No!” said the elephant. “Silly monkey! Elephants don’t lay eggs.”

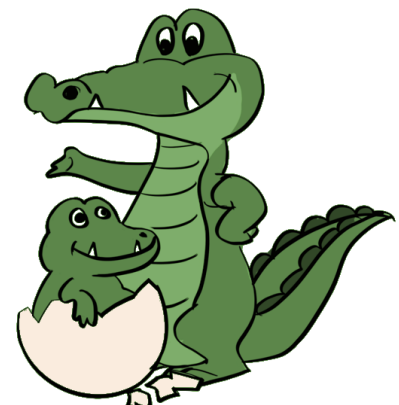
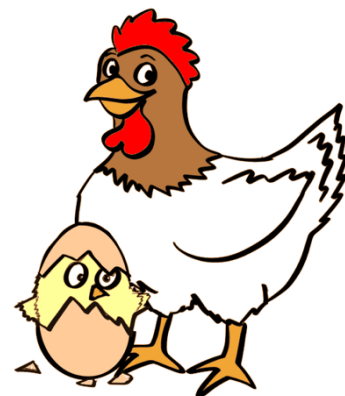
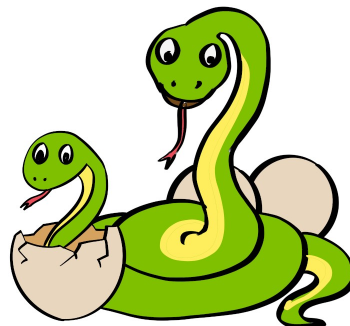
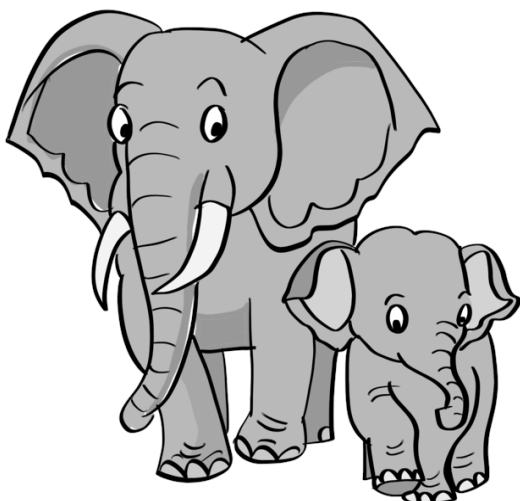
So the monkey took the egg to the chicken.

“Is this your egg?” the monkey asked.

“Yes, it is,” said the chicken, “I lost it. Thank you for finding it!”



1. Whose egg is it?
2. Put the pictures in the correct order.



Acknowledgements

Except for third party materials and otherwise stated below, this content is made available under a Creative Commons Attribution-ShareAlike license. You are free to use, adapt and re-use this material as long as you credit this source appropriately and license the material under the same terms. For more information visit: <https://creativecommons.org/licenses/by-sa/4.0/>

Appendix 2 Stories and illustrations on pages 118 – 122 adapted from Improving Girls Access Through Transforming Education (IGATE) project, reshared under CC-BY-SA, www.wvi.org/education-and-life-skills/igate-improving-girls-access-through-transforming-education

All illustrations and diagrams are included in the CC-BY-SA license apart from partner logos.

Every effort has been made to contact copyright holders. If any have been inadvertently overlooked the publishers will be pleased to make the necessary arrangements at the first opportunity.

