

Module 1b Learning Cards: Telephone learning conversations

Literacy/ Learning English	Module 1b - Pathways to my future		
Groups	Most girls (all girls) <i>These are middle attaining girls, and maybe the biggest group in a hub</i>	Adaptation of the task for lower attaining girls (some girls) <i>Some girls may need the task to be made simpler or support offered</i>	Extension for higher attaining girls (some girls) <i>Some girls who may be able to move beyond the original task</i>
Week 1 1 st February	Unit 1: Where am I going?		
Greetings / introductions	Ask the girl to tell you about her experiences of SAGE so far. What has she learned? What does she hope to learn next?	Ask the girl to tell you about her experiences of SAGE so far. What has she learned? What does she hope to learn next?	Ask the girl to tell you about her experiences of SAGE so far. What has she learned? What does she hope to learn next?
Share learning objective/s	To understand the important parts of the unit story, from the English version and the translation.	To understand the important parts of the unit story, from the English version and the translation.	To understand as much as possible of the unit story, from the English version and the translation.
Shared activity (Session guide pgs.)	Session Guides, Literacy activity 1.1: The unit story - Session Guide (SG) page 9, Learner's Workbook (LWB) page 3. Follow the instructions for 'girls' for just the girl you are talking to. There may not be time to read the story twice. Explain/translate the important ideas: cousin, graduating from university, bus journey, the cost of the journey. Use the questions in part C. Ask the girl to do part D after the session.	Session Guides, Literacy activity 1.1: The unit story - Session Guide (SG) page 9, Learner's Workbook (LWB) page 3. Follow the instructions for 'girls' for just the girl you are talking to. There may not be time to read the story twice. Explain/translate the important ideas: cousin, graduating from university, bus journey, the cost of the journey. Ask the girl: <i>Where will Chiedza go? Why will she go there? How will she travel? How much will it cost?</i>	Session Guides, Literacy activity 1.1: The unit story - Session Guide (SG) page 9, Learner's Workbook (LWB) page 3. Follow the instructions for 'girls' for just the girl you are talking to. There may not be time to read the story twice. Ask the girl to explain what she understands by 'graduating from university'. Use the questions in part C. Ask the girl to do part D after the session.
Learner Workbook	Ask the girl to say the sounds of the letters at the bottom of LWB page 9. Ask her to complete LWB page 10 after the session.	Ask the girl to say the sounds of the letters at the bottom of LWB page 9. Ask her to complete LWB page 10 after the session if she can.	Ask the girl to say the sounds of the letters at the bottom of LWB page 9. Ask her to complete LWB page 10 after the session. Ask her to think of more words with those letters, and to write them.
Home activity	Find information about travelling to other places from where you live. Where can you	Find information about travelling to other places from where you live. Where can you	Find information about travelling to other places from where you live, and write down

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	go? How can you travel there? How much does it cost? Try to read the unit text for Unit 3 before the next Literacy/Learning English session.	go? How can you travel there? How much does it cost? Try to read the unit text for Unit 3 before the next Literacy/Learning English session.	notes about it. Where can you go? How can you travel there? How much does it cost? Try to read the unit text for Unit 3 before the next Literacy/Learning English session.
Small group learning	Also do Literacy activity 1.2 Telephoning (SG page 16).	Also do Literacy activity 1.2 Telephoning (SG page 16).	Also do Literacy activity 1.2 Telephoning (SG page 16).
Door to door learning	As above, but with you taking one role and the girls taking the other.	As above, but with you taking one role and the girl taking the other.	As above, but with you taking one role and the girl taking the other.
Week 3 15th February	Unit 3: Akashinga		
Reminder of previous telephone call	Ask which activities the girl has completed. What did she find easy? What did she find more difficult? Does she have any questions?	Ask which activities the girl has completed. What did she find easy? What did she find more difficult? Does she have any questions?	Ask which activities the girl has completed. What did she find easiest? Does she have any questions? Are there other things that she'd like to learn that are related to the activities?
Share learning objective/s	To understand the important parts of the unit story, from the English version and the translation.	To understand the important parts of the unit story, from the English version and the translation.	To understand the important parts of the unit story, from the English version and the translation.
Shared activity (Session guide pgs.)	Session Guides, Literacy activity 3.1: The unit story (SG p.38, LWB p.19). Follow the instructions for 'girls' for just the girl you are talking to. There may not be time to read the story twice. Explain/translate the important ideas: rangers, wild animals, rhino, poacher, tusks, horns, salary, community. Use the questions in part C.	Session Guides, Literacy activity 3.1: The unit story (SG p.38, LWB p.19). Follow the instructions for 'girls' for just the girl you are talking to. There may not be time to read the story twice. Explain/translate the important ideas: rangers, wild animals, rhino, poacher, tusks, horns, salary, community. Use questions 1 to 3 only in part C.	Session Guides, Literacy activity 3.1: The unit story (SG p.38, LWB p.19). Follow the instructions for 'girls' for just the girl you are talking to. There may not be time to read the story twice. Explain/translate the important ideas: rangers, wild animals, rhino, poacher, tusks, horns, salary, community. Use the questions in part C. Encourage the girl to give detailed answers for questions 4 and 5.
Learner Workbook	Ask the girl to say the sounds of the letters at the top of LWB p.24. Ask her to complete the rest of LWB p.24 after the session.	Ask the girl to say the sounds of the letters at the top of LWB p.24. Ask her to complete the rest of LWB p.24 after the session.	Ask the girl to say the sounds of the letters at the top of LWB p.24. Ask her to complete the rest of LWB p.24 after the session.

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Home activity	If possible, find another article in an old newspaper or magazine. Try to work out what the article is about, and be ready to describe it in the next session. Try to read the unit text for Unit 5 before the next Literacy/Learning English session.	If possible, find another article in an old newspaper or magazine. Try to work out what the article is about, and be ready to describe it in the next session. Try to read the unit text for Unit 5 before the next Literacy/Learning English session.	If possible, find another article in an old newspaper or magazine. Try to work out what the article is about, and be ready to describe it in the next session. Try to read the unit text for Unit 5 before the next Literacy/Learning English session.
Small group learning	Also do Literacy activity 3.3 True or false? (SG p. 45).	Also do Literacy activity 3.3 True or false? (SG p. 45).	Also do Literacy activity 3.3 True or false? (SG p. 45).
Door to door learning	As above, but with just the girl as 'Team A' and yourself as 'Team B'.	As above, but with just the girl as 'Team A' and yourself as 'Team B'.	As above, but with just the girl as 'Team A' and yourself as 'Team B'.
Week 5 1st March	Unit 5: Things in common		
Reminder of previous telephone call	Ask which activities the girl has completed. What did she find easy? What did she find more difficult? Does she have any questions?	Ask which activities the girl has completed. What did she find easy? What did she find more difficult? Does she have any questions?	Ask which activities the girl has completed. What did she find easiest? Does she have any questions? Are there other things that she'd like to learn that are related to the activities?
Share learning objective/s	To understand the important parts of the unit story, from the English version and the translation.	To understand the important parts of the unit story, from the English version and the translation.	To understand the important parts of the unit story, from the English version and the translation.
Shared activity (Session guide pgs.)	Session Guides, Literacy activity 5.2: The unit story (SG p.66, LWB p.35). Follow the instructions for 'girls' for just the girl you are talking to. There may not be time to read the story twice. Explain/translate the important ideas: have things in common, chores, start your own business, bank. Use the questions in part C.	Session Guides, Literacy activity 5.2: The unit story (SG p.66, LWB p.35). Follow the instructions for 'girls' for just the girl you are talking to. There may not be time to read the story twice. Explain/translate the important ideas: have things in common, chores, start your own business, bank. Ask, <i>What job does Vimbai want to do? (Start her own business.)</i> Repeat for Bethsaida (<i>Work in a bank</i>) and Precious (<i>Work on her family's land</i>).	Session Guides, Literacy activity 5.2: The unit story (SG p.66, LWB p.35). Follow the instructions for 'girls' for just the girl you are talking to. There may not be time to read the story twice. Explain/translate the important ideas: have things in common, chores, start your own business, bank. Use the questions in Part C. Ask the girl to say which of the three jobs mentioned she would prefer to do, and why.

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Learner Workbook	Ask the girl to say the sounds of the letters in red in Part D on LWB p.40. Ask her to complete the rest of LWB p.40 after the session.	Ask the girl to say the sounds of the letters in red in Part D on LWB p.40. Ask her to complete the rest of LWB p.40 after the session.	Ask the girl to say the sounds of the letters in red in Part D on LWB p.40. Ask her to complete the rest of LWB p.40 after the session.
Home activity	Ask the girl to think of a job that perhaps she would like to do in the future, and to be ready to tell you about it in the next session. Try to read the unit text for Unit 7 before the next Literacy/Learning English session.	Ask the girl to think of a job that perhaps she would like to do in the future, and to be ready to tell you about it in the next session. Try to read the unit text for Unit 7 before the next Literacy/Learning English session.	Ask the girl to think of a job that perhaps she would like to do in the future, and to be ready to tell you about it in the next session. If possible, she should write some words connected with the job. Try to read the unit text for Unit 7 before the next Literacy/Learning English session.
Small group learning	Also do Literacy activity 5.3: My life in five years' time (SG p.67).	Also do Literacy activity 5.3: My life in five years' time (SG p.67).	Also do Literacy activity 5.3: My life in five years' time (SG p.67).
Door to door learning	As above (but as a pair, with you taking one role)	As above (but as a pair, with you taking one role)	As above (but as a pair, with you taking one role)
Week 7 15th March	Unit 7: Reaching my destination		
Reminder of previous telephone call	Ask which activities the girl has completed. What did she find easy? What did she find more difficult? Does she have any questions?	Ask which activities the girl has completed. What did she find easy? What did she find more difficult? Does she have any questions?	Ask which activities the girl has completed. What did she find easiest? Does she have any questions? Are there other things that she'd like to learn that are related to the activities?
Share learning objective/s	To understand the important parts of the unit story, from the English version and the translation.	To understand the important parts of the unit story, from the English version and the translation.	To understand the important parts of the unit story, from the English version and the translation.
Shared activity (Session guide pgs.)	Session Guides, Literacy activity 7.2: The unit story (SG p.91, LWB p.49). Follow the instructions for 'girls' for just the girl you are talking to. There may not be time to read the story twice. Explain/translate the important ideas: phone messages, park,	Session Guides, Literacy activity 7.2: The unit story (SG p.91, LWB p.49). Follow the instructions for 'girls' for just the girl you are talking to. Use just the phone messages, and skip the more difficult text that comes after. Explain/translate the important ideas:	Session Guides, Literacy activity 7.2: The unit story (SG p.91, LWB p.49). Follow the instructions for 'girls' for just the girl you are talking to. There may not be time to read the story twice. Explain/translate the important ideas: phone messages, city

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	peaceful, fountain, gallery, garden. Use the questions in part D.	phone messages, city centre, buildings, park. Ask, <i>Where is Chiedza now? What is she doing?</i>	centre, buildings, park. Use the questions in Part D. Ask the girl to say which of the three jobs mentioned she would prefer to do, and why.
Learner Workbook	Ask the girl to say the sounds of the letters in red in Part E at the top of LWB p.55. Ask her to complete the rest of LWB p.55 after the session.	Ask the girl to say the sounds of the letters in red in Part E at the top of LWB p.55. Ask her to complete the rest of LWB p.55 after the session.	Ask the girl to say the sounds of the letters in red in Part E at the top of LWB p.55. Ask her to complete the rest of LWB p.55 after the session.
Home activity	Ask the girl to try to find out more about Harare if possible. She can do this by asking older people who have perhaps been there, and be ready to tell you about it in the next session. Try to read the unit text for Unit 9 before the next Literacy/Learning English session.	Ask the girl to try to find out more about Harare if possible. She can do this by asking older people who have perhaps been there, and be ready to tell you about it in the next session. Try to read the unit text for Unit 9 before the next Literacy/Learning English session.	Ask the girl to try to find out more about Harare if possible. She can do this by asking older people who have perhaps been there, and be ready to tell you about it in the next session. If possible, she should write some words to help her to remember the information. Try to read the unit text for Unit 9 before the next Literacy/Learning English session.
Small group learning	Also do Literacy activity 7.3: Phone messages (SG p.92).	Also do Literacy activity 7.3: Phone messages (SG p.92).	Also do Literacy activity 7.3: Phone messages (SG p.92).
Door to door learning	As above, but with you taking one pair work role.	As above, but with you taking one pair work role.	As above, but with you taking one pair work role.
Week 9 19th April	Unit 9: Working together		
Reminder of previous telephone call	Ask which activities the girl has completed. What did she find easy? What did she find more difficult? Does she have any questions?	Ask which activities the girl has completed. What did she find easy? What did she find more difficult? Does she have any questions?	Ask which activities the girl has completed. What did she find easiest? Does she have any questions? Are there other things that she'd like to learn that are related to the activities?
Share learning objective/s	To understand the important parts of the unit story, from the English version and the translation.	To understand the important parts of the unit story, from the English version and the translation.	To understand the important parts of the unit story, from the English version and the translation.

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Shared activity (Session guide pgs.)	Session Guides, Literacy activity 9.1: The unit story (SG p.119, LWB p.66). Follow the instructions for 'girls' for just the girl you are talking to. There may not be time to read the story twice. Explain/translate the important ideas: medicine, chick, broken leg, nervous. Use the questions in parts C and D.	Session Guides, Literacy activity 9.1: The unit story (SG p.119, LWB p.66). Follow the instructions for 'girls' for just the girl you are talking to. There may not be time to read the story twice. Explain/translate the important ideas: medicine, chick, broken leg, nervous. Use the questions in part C.	Session Guides, Literacy activity 9.1: The unit story (SG p.119, LWB p.66). Follow the instructions for 'girls' for just the girl you are talking to. There may not be time to read the story twice. Explain/translate the important ideas: medicine, chick, broken leg, nervous. Use the questions in parts C and D (for D, encourage a detailed answer with reasons).
Learner Workbook	Ask the girl to say the sounds of the letters in red in Part E at the top of LWB p.72. Ask her to complete the rest of LWB p.72 after the session.	Ask the girl to say the sounds of the letters in red in Part E at the top of LWB p.72. Ask her to complete the rest of LWB p.72 after the session.	Ask the girl to say the sounds of the letters in red in Part E at the top of LWB p.72. Ask her to complete the rest of LWB p.72 after the session.
Home activity	Ask the girl to try to find out more about another way of looking after a sick animal. She can do this by asking older people, and be ready to tell you about it in the next session.	Ask the girl to try to find out more about another way of looking after a sick animal. She can do this by asking older people, and be ready to tell you about it in the next session.	Ask the girl to try to find out more about another way of looking after a sick animal. She can do this by asking older people, and be ready to tell you about it in the next session. If possible, she should write some words to help her to remember the information.
Small group learning	Literacy activity 9.2: Pages from newspapers and magazines (SG p.124).	Literacy activity 9.2: Pages from newspapers and magazines (SG p.124).	Literacy activity 9.2: Pages from newspapers and magazines (SG p.124).
Door to door learning	As above, but work with the girl as if her pair work partner.	As above, but work with the girl as if her pair work partner.	As above, but work with the girl as if her pair work partner.

Numeracy	Module 1b - Pathways to my future		
Groups	Most girls (all girls) <i>These are middle attaining girls, and maybe the biggest group in a hub</i>	Adaptation of the task for lower attaining girls (some girls) <i>Some girls may need the task to be made simpler or support offered</i>	Extension for higher attaining girls (some girls) <i>Some girls who may be able to move beyond the original task</i>
Week 2 8th February	Unit 1: Where am I going?		
Reminder of previous telephone call	<i>This will be the first numeracy call. Check that the girl has been able to find time to do the literacy work. Talk about any difficulties and possible solutions.</i>	<i>This will be the first numeracy call. Check that the girl has been able to find time to do the literacy work. Talk about any other difficulties and possible solutions.</i>	<i>This will be the first numeracy call. Check that the girl has been able to find time to do the literacy work. Talk about any other difficulties and possible solutions.</i>
Share learning objective/s	<ul style="list-style-type: none"> To count and calculate within 20 To compare and find the difference 	<ul style="list-style-type: none"> To count and calculate within 20 (with support) To compare numbers 	<ul style="list-style-type: none"> To count in 2s to 40 To use language of position
Shared activity	Say: Let's count the people in the line. Let's count back down the line to 0. Ask: How many people are wearing yellow? Repeat with other colours. Say: Add the number of people wearing yellow and blue together. Say: There are more people wearing blue than carrying babies. Can you say 2 more sentences using 'there are more... than...'? Ask: How many more? (explain how to find the difference)	Count together if girl is struggling. Count number of people with different attributes (e.g. hats) Spend time learning how to say 'there are more... than ...' There are fewer than ...' Add together the number of people wearing red and the number of people wearing yellow.	How many feet are there in the line? Can you think of a quick way to count? (in 2s) Session Guides p. 18, Numeracy activity 1.3, queuing for a bus Steps 4 -7 describing positions in a line using first, second third etc.
Learner Workbook	p.9	p.9	p.9
Home activity	Find number of people wearing different colours, hats, trousers etc. Try to find all numbers 2 to 10 by adding some of the numbers together. Think of some 'more than' sentences about your home, for example, there are 2 more boys than girls in my family'	Find number of people wearing different colours, hats, trousers etc. Add some of these numbers together and write at least three number sentences.	Label different people in line (first, second, third etc.). Talk about your day, for example: <i>First</i> I got out of bed; <i>Second</i> , I lit the fire....
Small group learning	As per Session Guides p.18 No ball – take turns instead	As per Session Guides p.18 No ball – take turns instead	As per Session Guides p.18 No ball – take turns instead

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Door to door learning	As telephone session	As telephone session	As telephone session
Week 4 22 nd February	Unit 1: Where am I going		
Reminder of previous telephone call	<i>Did you find ways to make all the numbers 2-10? Tell me how. Did you find the difference between some numbers? Tell me about it. What was easy/hard?</i>	<i>How did you get on with the counting activity? Which numbers did you add together? What did you find easy/hard?</i>	<i>How did you get on with using positional language? Can you tell me the position of different people on pg 9 of your workbook?</i>
Share learning objective/s	To be able to add amounts of money within \$1	To be able to add amounts of money within \$1	To be able to add amounts of money within \$1
Shared activity	<p><i>Adapt Session Guides p.13</i></p> <p>Numeracy activity 1.2 Counting money</p> <p>Read step 1.</p> <p>Ask: What coins do you know less than \$1?</p> <p>Say: Some important things to know are that there are 100c in a \$, that $2 \times 25c = 50c$, that $2 \times 50c = \\$1$.</p> <p>Talk together about finding the total of Courage's hand on a number line – start at 50, count on 5, write 55, count on another 5, write 60 etc (<i>use p.87 of workbook to draw number lines</i>)</p> <p>Can you make 63c using different coins?</p>	<p><i>Adapt Session Guides p.13</i></p> <p>Numeracy activity 1.2 Counting money</p> <p>Read step 1.</p> <p>Ask: What coins do you know less than \$1?</p> <p>Say: Some important things to know are that there are 100c in a \$, that $2 \times 25c = 50c$, that $2 \times 50c = \\$1$.</p> <p>Talk together about finding the total of Courage's hand on a number line – start at 50, count on 5, write 55, count on another 5, write 60 etc (<i>use p.87 of workbook to draw number lines</i>)</p> <p>Talk about using counters or beadstring to check answer</p>	<p><i>Adapt Session Guides p.13</i></p> <p>Numeracy activity 1.2 Counting money</p> <p>Read step 1.</p> <p>Ask: What coins do you know less than \$1?</p> <p>Say: Some important things to know are that there are 100c in a \$, that $2 \times 25c = 50c$, that $2 \times 50c = \\$1$.</p> <p>Talk together about finding the total of Courage's hand on a number line – start at 50, count on 5, write 55, count on another 5, write 60 etc (<i>use p.87 of workbook to draw number lines</i>)</p> <p>Can you make 63c using different coins?</p>
Learner Workbook	p.9	p.9	p.9
Home activity	Find totals of each hand. What other coins can you use to make the totals?	Find totals of each hand. Use counters or a beadstring if number line too difficult. Remind the girls $100c = \$1$	Find how much money Chiedza is given altogether. What other coins can you use to make the total?
Small group learning	As per Session Guides p.13 Numeracy activity 1.2 Counting money	As per Session Guides p.13 Numeracy activity 1.2 Counting money May need support with using number line and finding different coins for totals.	As per Session Guides p.13 Numeracy activity 1.2 Counting money – have you found all the ways to make the totals?

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Door to door learning	As telephone session but take coins to show if possible.	As telephone session but take coins to show if possible.	As telephone session but take coins to show if possible.
Week 6 8 th March	Unit 3: Akashinga		
Reminder of previous telephone call	How did you get on with finding totals of money? Did you find different ways of making the totals? What was easy? What was hard?	How did you get on with finding totals of money? What was easy? What was hard?	How did you get on? How many ways did you find to make the total? What was easy? What was hard?
Share learning objective/s	To find the totals of 1 and 2-digit numbers.	To find the totals of 1 and 2-digit numbers.	To find the totals of 1 and 2-digit numbers.
Shared activity	Say: we are going to choose some numbers in the blue shapes to add together. I'm going to choose 12 and 5. That's 17. Say: Choose 2 numbers to add. You can count on, use a number line or counters/beadstring to find the answers. <i>(Talk about each of these and make sure the girl understands.)</i> Choose another 2 numbers to add if time.	Say: we are going to choose some numbers in the blue shapes to add together. I'm going to choose 6 and 5. That's 11. I know that because 5 + 5 is 10 and it's one more! Say: Choose 2 numbers to add. You can count on, use a number line or counters/beadstring to find the answers. <i>(Talk about each of these and make sure the girl understands.)</i> Choose another 2 numbers to add if time.	Say: we are going to choose three numbers in the blue shapes to add together. I'm going to choose 12, 11 and 5. I will split 11 into 10 and 1. 12 and 10 more is 22, add 1 is 23. Now I will add 5, that's 28. Say: Choose 3 numbers to add. You can use any strategy you like to add them. Choose another 3 numbers to add if time.
Learner Workbook	p.25	p.25	p.25
Home activity	Add pairs of numbers. Try to find the biggest total, the smallest total, pairs with the same total.	Add pairs of numbers. Start with smallest numbers and work your way up. Try to find pairs with the same total.	Add groups of three numbers. Try to find the biggest total, the smallest total, totals that are the same.
Small group learning	As per Session Guides p 44 Numeracy activity 3.3 Finding the total	As per Session Guides p 44 Numeracy activity 3.3 Finding the total	As per Session Guides p 44 Numeracy activity 3.3 Finding the total
Door to door learning	As telephone session.	As telephone session.	As telephone session.
Week 8 22 nd March	Unit 4: Finding my way		
Reminder of previous telephone call	What is the biggest number you found? Did you find the answers easily or were some a bit hard? Which ones?	How did you get on? Did you find any pairs that were the same? What was hard/easy?	Which were easiest/hardest to add together? Did you find any sets that had the same total? What was the biggest total?

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Share learning objective/s	To multiply and divide by a single digit number.	To multiply and divide by a single digit number.	To multiply and divide by a single digit number.
Shared activity	Adapted from Session Guides p.60 Follow steps 1-4c, Numeracy Activity 4.3. If the girl does not have counters, she can make marks in the squares on p.87 of the workbook. Say you have just done the division '24 divided by 4 equals 6'.	Adapted from Session Guides p.60 Follow steps 1-4c, Numeracy Activity 4.3. If the girl does not have counters, she can make marks in the squares on p.87 of the workbook. Say you have just done the division '24 divided by 4 equals 6'.	Adapted from Session Guides p.60. Follow steps 1 – 4c, Numeracy Activity 4.3 If the girl does not have counters, she can make marks in the squares on p.87 of the workbook. Say you have just done the division '24 divided by 4 equals 6'.
Learner Workbook	p.33	p.33	p.33
Home activity	Cross out \$50 and write \$24 at the top of the page. Find out how many of each carving Chiedza's Aunt can buy for \$24, counting back on a number line (or in your head) and also making rows with counters or marking squares in your book. If you have time, see how many of each she can buy with \$36.	Cross out \$50 and write \$24 at the top of the page. Find out how many of each carving Chiedza's Aunt can buy for \$24, making rows with counters or marking squares in your book. If you can, check your answers using a number line.	Find out how many of each carving Chiedza's Aunt can buy for \$24, counting back on a number line (or in your head) and also making rows with counters or marking squares in your book. If you have time, see how many of each she can buy with \$50. Will she have any change?
Small group learning	As per Session Guides p.59-60. Numeracy activity 4.3 How much can I afford? The girls will need to cross off \$50 and write \$24 in their workbooks.	As per Session Guides p.59-60. . Numeracy activity 4.3 How much can I afford? The girls will need to cross off \$50 and write \$24 in their workbooks.	As per Session Guides p.59-60. Numeracy activity 4.3 How much can I afford? Find how many of each for \$24 first, then go on to \$50. Will there be any change?
Door to door learning	As per telephone session. Take counters to demonstrate making rows to find how many of each carving Cheidza's Aunt can buy.	As per telephone session. Take counters to demonstrate making rows to find how many of each carving Cheidza's Aunt can buy.	As per telephone session. Take counters to demonstrate making rows to find how many of each carving Cheidza's Aunt can buy.
Week 10 26 th April	Name of the unit: Unit 8 A helping hand		
Reminder of previous telephone call	How did you get on with finding out how many of each carving Chiedza's Aunt can buy? Did you use a number line and rows of counters? What answers did you get?	How did you get on with finding out how many of each carving Chiedza's Aunt can buy? Did you use a number line and rows of counters? What answers did you get?	Did you find how many of each carving Chiedza's Aunt can buy with \$50? What answers did you get? How did you know if she would have any change?
Share learning objective/s	<ul style="list-style-type: none"> To read information from graphs. 	<ul style="list-style-type: none"> To find the difference by matching, comparing or counting up 	<ul style="list-style-type: none"> To find the difference by matching, comparing or counting up

Numeracy	Module 1b - Pathways to my future		
	<ul style="list-style-type: none"> To find the difference by comparing or counting up. 		
Shared activity	<p>Turn to p.64 in the LWB. Explain the numbers on the side of the graph and the description across the bottom.</p> <p>Ask: How many girls age 10 and 11 attend the hub? Say: write the answer in the yellow bar on the graph. Repeat with the other bars. Ask: How many more girls 12 or 13 are there than girls 10 or 11? Say: Count up from one to the other.</p>	<p>Turn to p.64 in the LWB Explain the numbers on the side of the graph and the description across the bottom.</p> <p>Ask: How many girls age 10 and 11 attend the hub? Say: write the answer in the yellow bar on the graph. Repeat with the other bars. Say: We can count up to find how many more girls are 12 or 13 than 10 or 11. Count up together.</p>	<p>Turn to p.64 in the LWB. Check the girl understands the numbers on the side of the graph and the description across the bottom.</p> <p>Ask: How many more girls 12 or 13 are there than girls 10 or 11? Ask the girl to tell you something else the graph tells her.</p>
Learner Workbook	p.64	p.64	p.64
Home activity	<p>Find how many more/less there are of each age. How many girls are there altogether in the hub? Find the difference between your age and other people in your family.</p>	<p>Find the difference between your age and other people in your family.</p>	<p>Find how many more/less there are of each age. How many girls are there altogether in the hub? Find the difference between your age and other people in your family. Find other things to compare.</p>
Small group learning	<p>Do the activity in the Session Guides on p.114 instead Numeracy activity 8.3 What is a fraction?</p>	<p>Do the activity in the Session Guides on p.114 instead Numeracy activity 8.3 What is a fraction?</p>	<p>Do the activity in the Session Guides on p.114 instead Numeracy activity 8.3 What is a fraction?</p>
Door to door learning	As telephone session	As telephone session	As telephone session