

## Module 1c learning cards: Telephone learning conversations

Numeracy		Module 1c – Have your say	
Groups	<b>Most girls (all girls)</b> <i>These are middle attaining girls, and maybe the biggest group in a hub</i>	<b>Adaptation of the task for lower attaining girls (some girls)</b> <i>Some girls may need the task to be made simpler or support offered</i>	<b>Extension for higher attaining girls (some girls)</b> <i>Some girls who may be able to move beyond the original task</i>
Week 1	<b>Unit 2: Supporting the Gems</b> <b>Unit 3: Working in a clothing cooperative</b>		
Reminder of previous telephone call	Ask the girl what she has enjoyed most so far about SAGE and what she is looking forward to learning this term.	Ask the girl what she has enjoyed most so far about SAGE and what she is looking forward to learning this term.	Ask the girl what she has enjoyed most so far about SAGE and what she is looking forward to learning this term.
Share learning objective/s	<ul style="list-style-type: none"> <li>To round to the nearest 10 and 100</li> <li>To order numbers</li> </ul>	<ul style="list-style-type: none"> <li>To round to the nearest 10</li> <li>To order numbers</li> </ul>	<ul style="list-style-type: none"> <li>To round to the nearest 100</li> <li>To order numbers</li> </ul>
Shared activity	Count: 10, 20, 30, SAGE, 50, 60. Girl says missing number (in place of 'SAGE'). Say 2 more in 2s, and 10s. Say: Imagine a giant number line on the ground. You are on 17. What two 'tens' are you between? 10 and 20. Which is nearest? 20. 17 rounds up to 20. Repeat with 73 and 68. Numbers with 5 in the ones column always round up to the next 10.	Count: 4, 5, 6, SAGE, 8, 9. Girl says missing number (in place of 'SAGE'). Say 2 more in 1s, and 10s. Say: Imagine a giant number line on the ground. You are on 7. What two 'tens' are you between? 0 and 10. Which is nearest? 10. 7 rounds up to 10. Repeat with 24 and 38. Numbers with 5 in the ones column always round up to the next 10.	Count: 800, 900, SAGE, 1 100. Girl says missing number (in place of 'SAGE'). Say more in 10s and 100s. Say: Imagine a giant number line in tens. You are on 240. What two 'hundreds' are you between? 200 & 300. Which is nearest? 200. 240 rounds down to 200. Repeat with 480 and 830. Numbers with 5 in the tens column (like 250) round up to the next 100.
Learner Workbook	P14 G. Discuss how to put numbers in order. Round top row to nearest 10 together. P14 H. Say teams get 2 points for a win	P14 G. Discuss how to put numbers in order. Round first 2 to nearest 10 together. P14 H. Say teams get 2 points for a win.	p 23 H. Discuss how to put numbers in order. Round 238 to nearest 100.
Home activity	P 14 G. Put number in order, round to nearest 10. P14H. Complete table, put teams in order.	p 14 G Put numbers in order. Round lines 1 & 2 to nearest 10. P14 H. Complete table, put teams in order.	P23H. Put numbers in order. Round numbers to the nearest 100.
Small group learning	Counting as above. Session Guide p24-25 guided as written. p25 individual work – in pairs, girls turn over 2 of their own number cards.	Counting as above. Session Guide p24-25 guided as written. p25 individual work – in pairs, girls turn over 2 of their own number cards.	Counting as above. Session Guide p24-25 guided, then p48 (Act 3.2), quickly explain rounding to 100 then individual work.
Door to door learning	As telephone learning but use folded card (Session Guide p24)	As telephone learning but use folded card (Session Guide p24)	As telephone learning but use folded card (Session Guide p24)

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<b>Literacy/Learning English</b>	<b>Module 1c – Have your Say</b>		
<b>Groups</b>	<b>Most girls (all girls)</b> <i>These are middle attaining girls, and maybe the biggest group in a hub</i>	<b>Adaptation of the task for lower attaining girls (some girls)</b> <i>Some girls may need the task to be made simpler or support offered</i>	<b>Extension for higher attaining girls (some girls)</b> <i>Some girls who may be able to move beyond the original task</i>
<b>Week 2</b>	<b>Unit 2: Supporting the Gems</b>		
<b>Greetings / introductions</b>	Ask the girl to tell you about her experiences of learning English and reading in 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?
<b>Share learning objective/s</b>	<ul style="list-style-type: none"> <li>To understand the important parts of the unit story, from the English version and the translation.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the important parts of the unit story, from the English version and the translation.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the important parts of the unit story, from the English version and the translation.</li> </ul>
<b>Shared activity</b> (Session guide pages)	Session Guides, Literacy activity 2.1: The unit story - (SG page 22, LWB page 9). 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: netball team, Netball World Cup, match, fan, tournament, coach. Use the questions in part C. Do Part D if time allows (you take the listening role, while the girl is the reporter). Alternatively, ask the girl to do part D after the session with a friend or relative.	Session Guides, Literacy activity 2.1: The unit story - Session Guide (SG) page 22, Learner's Workbook (LWB) page 9. 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: netball team, Netball World Cup, match, fan, tournament, coach. Ask the girl to tell you what facts she can about the Gems. Praise her for what she has understood, and do not expect her to have understood every detail.	Session Guides, Literacy activity 2.1: The unit story - Session Guide (SG) page 22, Learner's Workbook (LWB) page 9. 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 girls to summarise the main points of the text. Use the questions in part C. Do Part D if time allows (you take the listening role, while the girl is the reporter). Alternatively, ask the girl to do part D after the session with a friend or relative.
<b>Learner Workbook</b>	Ask the girl to read aloud the words in Part E. Help her with and that are difficult. Repeat for the words in Part F. Ask her to complete Part F after the session.	Ask the girl to read aloud the words in Part E. Help her with and that are difficult. Repeat for the words in Part F. Ask her to complete Part F after the session.	Do Session Guides Learning English activity 2.1, using LWB parts E and F.

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<b>Home activity</b>	<i>What's your favourite sport? Why do you like it?</i> <i>What are the rules?</i> Make notes of your ideas if you can. Try to read the unit text for Unit 3 before the next Literacy/Learning English session.	<i>What's your favourite sport? Why do you like it?</i> <i>What are the rules?</i> Remember your ideas so you can talk about them in the next session. Try to read the unit text for Unit 3 before the next Literacy/Learning English session.	<i>What's your favourite sport? Why do you like it?</i> <i>What are the rules?</i> Make notes of your ideas. Try to read the unit text for Unit 3 before the next Literacy/Learning English session.
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# Module 1c learning cards: Telephone learning conversations



Numeracy	Module 1c – Have your say		
Week 3	Unit 4: Helping hands		
<b>Reminder of previous telephone call</b>	Ask: How did you get on with ordering and rounding? Go through one or two answers together. Ask if the girl has any questions.	Ask: How did you get on with ordering and rounding? Go through one or two answers together. Ask if the girl has any questions.	Ask: How did you get on with ordering and rounding? Go through one or two answers together. Ask if the girl has any questions.
<b>Share learning objective/s</b>	<ul style="list-style-type: none"> <li>To add two or more numbers</li> <li>To subtract two-digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>To add two or more numbers</li> <li>To subtract two-digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>To add two or more numbers</li> <li>To subtract two-digit numbers</li> </ul>
<b>Shared activity</b>	<p>Say: What is 10 more than 15? (25). What is 10 more than 25? (35)</p> <p>Take turns to say numbers to count in tens from 45, then from 17, up and down within 100.</p> <p>Say: Can you spot a pattern?</p>	<p>Say: What is 10 more than 15? (25). What is 10 more than 25? (35) What is 10 more than 35 (45).</p> <p>Repeat starting at 13, then 18.</p> <p>Say: Can you spot a pattern?</p>	<p>Say: What is 10 more than 123? What is 10 more than that?</p> <p>Continue the pattern for the next 5 numbers.</p> <p>Say: Can you spot a pattern? What is 100 less than 984? What is 100 less than that?</p> <p>Continue...</p>
<b>Learner Workbook</b>	P 30. Say: Use a number line to find the total, (count on) and the difference between the scores. (count up from one number to the other). Do the first one together.	P 30. Say: Use a number line to find the total, (count on) and the difference between the scores. (count up from one number to the other). Do the first one together.	P 30. Say: Use a number line to find the total, (count on) and the difference between the scores. (count up from one number to the other). Do the first one together.
<b>Home activity</b>	P30. Find the total of the scores for each match, then find the difference between the scores.	P30. Find the total of the scores for the first 4 matches, then find the difference between the scores.	P30. Find the total of the scores for each match, then find the difference between the scores. If time, add columns on p23 (l)
<b>Small group learning</b>	As telephone learning. Also adapt game on p61 – girls use their own number cards, turn over 2 cards, then another 2, take the smaller away from the bigger number using a number line.	As telephone learning. Also adapt game on p61 – girls use their own number cards, turn over 2 cards, then one more, take the one-digit number away from the two-digit number using a number line.	As telephone learning. Also adapt game on p61 – girls use their own number cards, turn over 3 cards, then another 3, take the smaller away from the bigger number using a number line.
<b>Door to door learning</b>	As telephone learning.	As telephone learning.	As telephone learning.

## Module 1c learning cards: Telephone learning conversations



Literacy	Module 1c – Have your say		
Week 4	Unit 3: Working in a clothing cooperative		
<b>Reminder of previous telephone call</b>	Ask which activities the girl completed. What did she find easy? What did she find more difficult? Does she have any questions?	Ask which activities the girl completed. What did she find easy? What did she find more difficult? Does she have any questions?	Ask which activities the girl completed. What did she find easy? What did she find more difficult? Does she have any questions? Are there other things that she'd like to learn that are related to the activities?
<b>Share learning objective/s</b>	<ul style="list-style-type: none"> <li>To understand the important parts of the unit story, from the English version and the translation.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the important parts of the unit story, from the English version and the translation.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the important parts of the unit story, from the English version and the translation.</li> </ul>
<b>Shared activity</b> (Session guide pages)	Session Guides, Literacy activity 3.1: The unit story (SG page 38, LWB page 15). 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: make clothes, school uniform, sewing machine, material. Use the questions in part C. Then do Part D (you ask the questions).	Session Guides, Literacy activity 3.1: The unit story - Session Guide (SG page 38), Learner's Workbook (LWB page 15). 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: make clothes, school uniform, sewing machine, material. Use the questions in part C. Do Part D if time allows and you think the girl will be able to respond (you ask the questions).	Session Guides, Literacy activity 3.1: The unit story - Session Guide (SG page 38), Learner's Workbook (LWB page 15). 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: make clothes, school uniform, sewing machine, material. Use the questions in part C. Then do Part D (you ask the questions). Encourage the girl to give you detailed answers, especially for question 2.
<b>Learner Workbook</b>	Ask the girl to read aloud the words in Part E and match them with the pictures.	Ask the girl to read aloud the words in Part E and match them with the pictures.	Ask the girl to read aloud the words in Part E and match them with the pictures.
<b>Home activity</b>	Ask the girl to write the words in part E. Try to read the unit text for Unit 6 before the next Literacy/Learning English session.	Ask the girl to write the words in part E. Try to read the unit text for Unit 6 before the next Literacy/Learning English session.	Ask the girl to write the words in part E, and to complete parts F and G (LWB p.22). Try to read the unit text for Unit 6 before the next Literacy/Learning English session.
<b>Small group learning</b>	As above, but the girls ask and answer the questions in Parts C and D in pairs. They perhaps also do Parts F and G in the session instead of at home if time allows (LWB p.22).	As above, but the girls ask and answer the questions in Parts C and D in pairs.	As above, but the girls ask and answer the questions in Parts C and D in pairs. Encourage them to give detailed answers for Part D. They also do Parts F and G if time allows in the session instead of at home (LWB p.22).

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<b>Door to door learning</b>	As above for telephone sessions, but with more time you could do the activities more thoroughly.	As above for telephone sessions, but with more time you could do the activities more thoroughly.	As above for telephone sessions, but with more time you could do the activities more thoroughly.
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## Module 1c learning cards: Telephone learning conversations

Numeracy	Module 1c – Have your say		
Week 5	Unit 5: Knowing my story		
<b>Reminder of previous telephone call</b>	Say: can you tell me what you did on the number line to find the difference between ... (pick one of the matches on LWB p 30)	Say: can you tell me what you did on the number line to find the difference between ... (pick one of the matches on LWB p 30)	Say: can you tell me what you did on the number line to find the difference between ... (pick one of the matches on LWB p 30)
<b>Share learning objective/s</b>	<ul style="list-style-type: none"> <li>To multiply amounts of money by small amounts</li> </ul>	<ul style="list-style-type: none"> <li>To multiply amounts of money by small amounts</li> </ul>	<ul style="list-style-type: none"> <li>To multiply amounts of money by small amounts</li> </ul>
<b>Shared activity</b>	<p>Say: We are going to take turns to count, starting from 1. If one of us says a number in the 3 times table, we say 'SAGE' instead of the number. If we say a number that is in the 10 times table, we say, 'SIMBA'.</p> <p>If the girl is confident, begin again and say: Also, if we say a number in the 5 times table we say 'MASIMBA'.</p>	<p>Say: We are going to take turns to count, starting from 1. If one of us says a number in the 3 times table, we say 'SAGE' instead of the number.</p> <p>If the girl is confident with this, begin again. Say: Also, if we say a number that is in the 10 times table, we say, 'SIMBA'.</p>	<p>Say: We are going to take turns to count, starting from 1. If one of us says a number in the 3 times table, we say 'SAGE' instead of the number. If we say a number that is in the 10 times table, we say, 'SIMBA'. If we say a number in the 5 times table we say 'MASIMBA'.</p>
<b>Learner Workbook</b>	<p>P38. Work through an example together slowly, giving the girl plenty of time to think. Say: We are going to find out how much it costs to buy 5 small dresses. First, let's estimate. One dress is \$18. That's nearly \$20. Can you work out <math>20 \times 5</math>? (100). So, 5 dresses will be about \$100.</p> <p>18 is 10 and 8. First, multiply 10 by 5 (50). Next multiply 8 by 5 (45). Now add the answers together. (95) That's close to our estimate of \$100, so it looks right.</p>	<p>P38. Work through an example together slowly, giving the girl plenty of time to think. Say: We are going to find out how much it costs to buy 2 small dresses. First, let's estimate. One dress is \$18. That's nearly \$20. <math>20 + 20 = 40</math>. So, 2 dresses will be about \$40.</p> <p>18 is 10 and 8. First, multiply 10 by 2 (20). Next multiply 8 by 2 (16). Now add the answers together (36). That's close to our estimate of \$40, so it looks right.</p>	<p>P38. Work through an example together. Say: We are going to find out how much it costs to buy 5 small dresses. Estimate first. \$18 (one dress) is nearly \$20. What is <math>20 \times 5</math>? (100). So, 5 dresses will be about \$100.</p> <p>18 is 10 and 8. First, multiply 10 by 5 (50), then multiply 8 by 5 (45). Now add the answers together. (95) That's close to our estimate of \$100, so it looks right.</p> <p>What if there are 50 dresses? (cost is 10 times more, \$950)</p>
<b>Home activity</b>	<p>P38. Fill in the table. Find the cost of different dresses. Choose different numbers of the dresses (2,3,4,5 or 10), for example, 4 large dresses or 6 medium dresses. Estimate then work out the answer.</p> <p>When do you multiply at home? E.g. 5 rows of 20 plants, how many plants?</p>	<p>P38. Fill in the table. Find the cost of different dresses. Choose different numbers of the dresses (2, 3 or 5), for example, 2 large dresses or 3 medium dresses. Estimate then work out the answer.</p> <p>When do you multiply at home? E.g. 5 rows of 20 plants, how many plants?</p>	<p>P38. Fill in the table. Find the cost of different dresses. Choose different numbers of the dresses(2-10), for example, 4 large dresses or 6 medium dresses. Estimate then work out the answer.</p> <p>When do you multiply at home? E.g. 5 rows of 20 plants, how many plants?</p>
<b>Small group learning</b>	As telephone learning	As telephone learning	As telephone learning
<b>Door to door learning</b>	As telephone learning	As telephone learning	As telephone learning

## Module 1c learning cards: Telephone learning conversations



Literacy	Module 1c – Have your say		
Week 6	Unit 6: Having my say		
<b>Reminder of previous telephone call</b>	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 easy? What did she find more difficult? Does she have any questions? Are there other things that she'd like to learn that are related to the activities?
<b>Share learning objective/s</b>	<ul style="list-style-type: none"> <li>To understand the important parts of the unit story, from the English version and the translation.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the important parts of the unit story, from the English version and the translation.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the important parts of the unit story, from the English version and the translation.</li> </ul>
<b>Shared activity</b> (Session guide pages)	Session Guides, Literacy activity 6.1: The unit story (SG page 84, LWB page 39). 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: inter-hub sports competition, activities, chess, conversation. Use the questions in parts C and D.	Session Guides, Literacy activity 6.1: The unit story (SG page 84, LWB page 39). 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: inter-hub sports competition, activities, chess, conversation. Use the questions in parts C and D.	Session Guides, Literacy activity 6.1: The unit story (SG page 84, LWB page 39). 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: inter-hub sports competition, activities, chess, conversation. Use the questions in parts C and D.
<b>Learner Workbook</b>	Ask the girl to say the sentences in Part D as questions instead of statements (e.g. 'The girls are working in pairs' becomes 'Are the girls working in pairs?') Ask her to write the questions after the session. Do Parts E and F (LWB p.44) if time allows (you take the listening role for part F). Alternatively, ask the girl to do parts E and F after the session with a friend or relative.	Ask the girl to say the sentences in Part D as questions instead of statements (e.g. 'The girls are working in pairs' becomes 'Are the girls working in pairs?') Ask her to write the questions after the session if she can.	Ask the girl to say the sentences in Part D as questions instead of statements (e.g. 'The girls are working in pairs' becomes 'Are the girls working in pairs?') Ask her to write the questions after the session. Do as many of Parts E, F and G as time allows (you take the listening role for part F). Alternatively, ask the girl to do these parts after the session with a friend or relative.
<b>Home activity</b>	Complete any parts of LWB pages 44 and 45 that weren't done in the session. Try to read the unit text for Unit 8 before the next Literacy/Learning English session.	Complete any parts of LWB pages 44 and 45 that weren't done in the session, and complete at home. Try to read the unit text for Unit 8 before the next Literacy/Learning English session.	Complete any parts of LWB pages 44 and 45 that weren't done in the session. Try to read the unit text for Unit 8 before the next Literacy/Learning English session.



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<b>Small group learning</b>	As above, but for Parts C - F, the girls complete the activities in pairs.	As above, but for Parts C - F, the girls complete the activities in pairs.	As above, but for Parts C - G, the girls complete the activities in pairs.
<b>Door to door learning</b>	As above for telephone sessions, but with more time you could do the activities more thoroughly.	As above for telephone sessions, but with more time you could do the activities more thoroughly.	As above for telephone sessions, but with more time you could do the activities more thoroughly.

## Module 1c learning cards: Telephone learning conversations

Numeracy	Module 1c – Have your say		
Week 7	Unit 5: Knowing my story		
Reminder of previous telephone call	Did you find the prices of dresses? Choose one and tell me how you did it. Did you find anything to multiply at home?	Did you find the prices of dresses? Choose one and tell me how you did it. Did you find anything to multiply at home?	Did you find the prices of dresses? Choose one and tell me how you did it. Did you find anything to multiply at home?
Share learning objective/s	<ul style="list-style-type: none"> <li>To divide amounts of money by small numbers</li> </ul>	<ul style="list-style-type: none"> <li>To divide amounts of money by small numbers</li> </ul>	<ul style="list-style-type: none"> <li>To divide amounts of money by small numbers</li> </ul>
Shared activity	Count in fives together from 5, putting up one finger every time you say the next number. Stop at 30. How many fingers? (6) There are 6 fives in 30. Repeat with 35. Ask: How many 5s are in 20.	Count in fives together from 5, putting up one finger every time you say the next number. Stop at 30. How many fingers? (6) There are 6 fives in 30. Repeat with 35. Ask: Ask: How many 5s are in 20.	Count in fives together from 5, putting up one finger every time you say the next number. Stop at 30. How many fingers? (6) There are 6 fives in 30. Repeat with 35. Ask: Ask: How many 5s are in 20.
Learner Workbook	P38, dress prices. Say: I buy some <b>medium</b> dresses and pay <b>\$52</b> . How many dresses? Say: You can count up in 'lots' of 26 to find how many, using a blank number line. 26 is 20 and 6, so jump of 20 and 6 will be one dress. Start at 26 (1 dress), jump 20 to 46, then another 6 to 52. That's how much I paid! I bought 2 dresses. P85 - Ask girl to write the following on the squared paper. <b>S, \$54. M, \$104. L, \$70. M, \$60</b> Say the letters stand for small, medium and large dresses. How many of that size can I buy with the money? Is any money left over?	P38, dress prices. Say: I buy some <b>medium</b> dresses and pay <b>\$52</b> . How many dresses? Say: You can count up in 'lots' of 26 to find how many, using a blank number line. 26 is 20 and 6, so jump of 20 and 6 will be one dress. Start at 26 (1 dress), jump 20 to 46, then another 6 to 52. That's how much I paid! I bought 2 dresses. P85 - Ask girl to write the following on the squared paper. <b>S, \$36. M, 52 L, \$70. L, \$40</b> Say the letters stand for small, medium and large dresses. How many of that size can I buy with the money? Is any money left?	P38, dress prices. Say: I buy some <b>medium</b> dresses and pay <b>\$52</b> . How many dresses? Say: You can count up in 'lots' of 26 to find how many, using a blank number line. 26 is 20 and 6, so jump of 20 and 6 will be one dress. Start at 26 (1 dress), jump 20 to 46, then another 6 to 52. That's how much I paid! I bought 2 dresses. P85 - Ask girl to write the following on the squared paper. <b>S, \$72. M, \$210. L, \$175. S, \$130</b> Say the letters stand for small, medium and large dresses. How many of that size can I buy with the money? Is any money left over?
Home activity	P38/85, find how many of each dress and if any money is left. Share things out at home, for example, 30 apples shared with your family. Are any apples left over?	P38/85, find how many of each dress and if any money is left. Share things out at home, for example, 30 apples shared with your family. Are any apples left over?	P38/85, find how many of each dress and if any money is left. Share things out at home, for example, 30 apples shared with your family. Are any apples left over?
Small group learning	As telephone learning but write 'Small dresses, \$54', etc., ask learners to copy. If time, give more prices with money left.	As telephone learning but write 'Small dresses, \$54', etc., ask learners to copy.	As telephone learning but write 'Small dresses, \$54', etc., ask learners to copy. Ask: Can I buy 5 dresses (M) with \$120?
Door to door learning	As small group learning	As small group learning	As small group learning

## Module 1c learning cards: Telephone learning conversations



Literacy	Module 1c – Have your say		
Week 8	Unit 8: Mending things		
<b>Reminder of previous telephone call</b>	Ask which activities the girl completed. What did she find easy? What did she find more difficult? Does she have any questions?	Ask which activities the girl completed. What did she find easy? What did she find more difficult? Does she have any questions?	Ask which activities the girl completed. What did she find easy? What did she find more difficult? Does she have any questions? Are there other things that she'd like to learn that are related to the activities?
<b>Share learning objective/s</b>	<ul style="list-style-type: none"> <li>To understand the important parts of the unit story, from the English version and the translation.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the important parts of the unit story, from the English version and the translation.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the important parts of the unit story, from the English version and the translation.</li> </ul>
<b>Shared activity</b> (Session guide pages)	Session Guides, Literacy activity 8.1: The unit story - Session Guide (SG page 110, LWB page 54). 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: carrying rack, wheel, repair, tyre, puncture. Use the questions in part C. Do Part D if time allows (you take the listening role, while the girl asks the questions). Alternatively, ask the girl to do part D after the session with a friend or relative.	Session Guides, Literacy activity 8.1: The unit story - Session Guide (SG page 110, LWB page 54). 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: carrying rack, wheel, repair, tyre, puncture. Use the questions in part C. Do Part D if time allows (you take the listening role, while the girl asks the questions).	Session Guides, Literacy activity 8.1: The unit story - Session Guide (SG page 110, LWB page 54). 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: carrying rack, wheel, repair, tyre, puncture. Use the questions in part C. Do Part D if time allows (you take the listening role, while the girl asks the questions - encourage the girl to give plenty of details). Alternatively, ask the girl to do part D after the session with a friend or relative.
<b>Learner Workbook</b>	Do Parts E and F (LWB p.44) if time allows (you take the listening role for part F). Alternatively, ask the girl to do parts E and F after the session with a friend or relative.	Do Parts E and F (LWB p.44) if time allows (you take the listening role for part F).	Do Parts E and F (LWB p.44) if time allows (you take the listening role for part F). Alternatively, ask the girl to do parts E and F after the session with a friend or relative.
<b>Home activity</b>	LWB page 59, activities E, F (if not done in the session) and G. Ask the girl to think of and write her own sentences with <i>he's, I'm, it's and she's</i> . Try to read the unit text for Unit 9 before the next Literacy/Learning English session.	LWB page 59, activities E, F (if not done in the session) and G if you wish to. Ask the girl to think of her own sentences with <i>he's, I'm, it's and she's</i> and too write them if she can. Try to read the unit text for Unit 9 before the next Literacy/Learning English session.	LWB page 59, activities E, F (if not done in the session) and G. Ask the girl to think of and write her own sentences with <i>he's, I'm, it's and she's</i> . Try to read the unit text for Unit 9 before the next Literacy/Learning English session.

## Module 1c learning cards: Telephone learning conversations



<b>Small group learning</b>	As above, but girls to parts C - F in pairs.	As above, but girls to parts C - F in pairs.	As above, but girls to parts C - F in pairs.
<b>Door to door learning</b>	As above for telephone sessions, but with more time you could do the activities more thoroughly.	As above for telephone sessions, but with more time you could do the activities more thoroughly.	As above for telephone sessions, but with more time you could do the activities more thoroughly.

## Module 1c learning cards: Telephone learning conversations

Numeracy	Module 1c – Have your say		
Week 9	Unit 8: Mending things		
Reminder of previous telephone call	How did you get on with finding how many dresses? Tell me about one.	How did you get on with finding how many dresses? Tell me about one.	How did you get on with finding how many dresses? Tell me about one.
Share learning objective/s	<ul style="list-style-type: none"> <li>To read and write fractions</li> <li>To name fractions of a whole</li> </ul>	<ul style="list-style-type: none"> <li>To read and write fractions</li> <li>To name fractions of a whole</li> </ul>	<ul style="list-style-type: none"> <li>To read and write fractions</li> <li>To name fractions of a whole</li> </ul>
Shared activity	Count together, up and down in halves. 0, $\frac{1}{2}$ , 1, $1\frac{1}{2}$ , 2 etc to 10. If easy, try steps of $\frac{1}{10}$ to 2 and back.	Count together, up and down in halves. 0, $\frac{1}{2}$ , 1, $1\frac{1}{2}$ , 2 etc to 10. Help the girl to see pattern, and that there are 2 halves in a whole.	Count together, up and down in halves. 0, $\frac{1}{2}$ , 1, $1\frac{1}{2}$ , 2 etc to 10. Count in steps of $\frac{1}{10}$ to 2. . If easy, try quarters: 0, $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ , 1, $1\frac{1}{4}$ , $1\frac{1}{2}$ etc, say $\frac{1}{2}$ is the same as $\frac{2}{4}$ .
Learner Workbook	<p>P60,H. Say: the top box shows one whole. Can you see that the next box is in 2 equal parts? 2 parts make a whole. We write 1 over 2 (<math>\frac{1}{2}</math>) in each part and call it half. Look at the bottom box. How many parts? 10 parts make a whole. We write one over 10 (<math>\frac{1}{10}</math>) in each part and call it one tenth.</p> <p>P61(I) top line, how many fingers (5) how many are up? (1) <math>\frac{1}{5}</math> of the fingers are up.</p>	<p>P60, H. Say: the top box shows one whole. Can you see that the next box is ins 2 equal parts? 2 parts make a whole. We write 1 over 2 (<math>\frac{1}{2}</math>) in each part and call it half. Look at the bottom box. How many parts? 10 parts make a whole. We write one over 10 (<math>\frac{1}{10}</math>) in each part and call it one tenth.</p> <p>P61(I) top line, how many fingers (5) how many are up? (1) <math>\frac{1}{5}</math> of the fingers are up.</p>	<p>P60, H. Say: the top box shows one whole. Can you see that the next box is ins 2 equal parts? 2 parts make a whole. We write 1 over 2 (<math>\frac{1}{2}</math>) in each part and call it half. Look at the bottom box. How many parts? 10 parts make a whole. We write one over 10 (<math>\frac{1}{10}</math>) in each part and call it one tenth.</p> <p>P61(I) top line, how many fingers (5) how many are up? (1) <math>\frac{1}{5}</math> of the fingers are up.</p>
Home activity	<p>P60 Write the fractions in the fractions wall. (Bottom of p61 will help you.)</p> <p>P61 finish top line. Put fractions in order.</p> <p>Try bottom line of P61(I) and top line of P62 (J).</p>	<p>P60 Write the fractions in the fractions wall. (Bottom of p61 will help you.)</p> <p>P61 finish top line. Put fractions in order.</p>	<p>P60 Write the fractions in the fractions wall. (Bottom of p61 will help you.)</p> <p>P61(I) Complete and put fractions in order.</p> <p>Try P62 (J).</p>
Small group learning	As above but draw a number line with halves written on for counting in halves, one with tenths for counting in tenths etc.	As above but draw a number line with halves written on for counting in halves.	As above but draw a number line with halves written on for counting in halves, one with tenths for counting in tenths etc.
Door to door learning	As small group.	As small group.	As small group.
Progress assessment	The Mid-Progress Assessment (MPA) checks the girls' assessment of numeracy learning across all the Module 1 objectives. More information will be shared in MPA training.		

## Module 1c learning cards: Telephone learning conversations



Literacy	Module 1c – Have your say		
Week 10	Unit 9: What am I going to do next?		
<b>Reminder of previous telephone call</b>	Ask which activities the girl completed. What did she find easy? What did she find more difficult? Does she have any questions?	Ask which activities the girl completed. What did she find easy? What did she find more difficult? Does she have any questions?	Ask which activities the girl completed. What did she find easy? What did she find more difficult? Does she have any questions? Are there other things that she'd like to learn that are related to the activities?
<b>Share learning objective/s</b>	<ul style="list-style-type: none"> <li>To understand the important parts of the unit story, from the English version and the translation.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the important parts of the unit story, from the English version and the translation.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the important parts of the unit story, from the English version and the translation.</li> </ul>
<b>Shared activity</b> (Session guide pages)	Session Guides, Literacy activity 9.1: The unit story - Session Guide (SG page123, LWB page 63). 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: toilet block, meeting, crossroads, kiosk, design, modern. Use the questions in part C and D. Also ask the girl to summarise the story in her own words. Do Part E if time allows (let the girl do most or all of the deciding). Alternatively, ask the girl to do part E after the session with a friend or relative.	Session Guides, Literacy activity 9.1: The unit story - Session Guide (SG page123, LWB page 63). 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: toilet block, meeting, crossroads, kiosk, design, modern. Use the questions in part C and D. Also ask the girl to summarise the story in her own words. Do Part E if time allows (let the girl do most or all of the deciding).	Session Guides, Literacy activity 9.1: The unit story - Session Guide (SG page123, LWB page 63). 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: toilet block, meeting, crossroads, kiosk, design, modern. Use the questions in part C and D. Also ask the girl to summarise the story in her own words. Do Part E if time allows (let the girl do most or all of the deciding, and encourage her to give plenty of details). Alternatively, ask the girl to do part E after the session with a friend or relative.
<b>Learner Workbook</b>	Ask the girl to read aloud the words in Part F and match them with the pictures.	Ask the girl to read aloud the words in Part F and match them with the pictures.	Ask the girl to read aloud the words in Part F and match them with the pictures.
<b>Home activity</b>	Ask the girl to write the words in part F. Suggest that she works through the other Literacy and Learning English activities in the LWB that she has not yet done.	Ask the girl to write the words in part F. Suggest that she works through some of the other Literacy and Learning English activities in the LWB that she has not yet done.	Ask the girl to write the words in part F. Suggest that she works through the other Literacy and Learning English activities in the LWB that she has not yet done.
<b>Small group learning</b>	As above, but girls to parts C - F in pairs.	As above, but girls to parts C - F in pairs.	As above, but girls to parts C - F in pairs.

## Module 1c learning cards: Telephone learning conversations



<b>Door to door learning</b>	As above for telephone sessions, but with more time you could do the activities more thoroughly.	As above for telephone sessions, but with more time you could do the activities more thoroughly.	As above for telephone sessions, but with more time you could do the activities more thoroughly.
<b>Progress assessment</b>	The Mid-Progress Assessment (MPA) checks the girls' assessment of literacy/Learning English across all the Module 1 objectives. More information will be shared in MPA training.		