

## Module 2a Learning Cards: Telephone learning conversations

Literacy/ Learning English	Module 2a – How can I use my new skills?		
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 1 <sup>st</sup> February	Unit 1: Glory the cook		
Reminder of previous telephone call	Ask the girl to tell you about her experience of SAGE so far. What has she learned? What does she hope to learn next?	Ask the girl to tell you about her experience of SAGE so far. What has she learned? What does she hope to learn next?	Ask the girl to tell you about her experience of SAGE so far. What has she learned? What does she hope to learn next?
Share learning objective/s	To understand a written recipe.	To understand a written recipe.	To understand a written recipe.
Shared activity (Session guide pgs.)	Session Guides, Literacy activity 1.2: Working with a short factual text - Session Guide (SG) p. 17, Learner’s Workbook (LWB) p. 12. You will need to adapt this activity. Ask the girl to tell you what she can see in the pictures in LWB p. 12, and to guess what the recipe is for. Ask her to explain the recipe in her own words, based on what she can understand from the text. Help her by explaining/translating any unfamiliar words.	Session Guides, Literacy activity 1.2: Working with a short factual text - Session Guide (SG) p. 17, Learner’s Workbook (LWB) p. 12. You will need to adapt this activity. Ask the girl to tell you what she can see in the pictures in LWB p. 12, and to guess what the recipe is for. Ask her to explain the recipe in her own words, based on any words from the text that she can understand. Help by filling in any gaps in her explanation, and by explaining/translating any unfamiliar words.	Session Guides, Literacy activity 1.2: Working with a short factual text - Session Guide (SG) p. 17, Learner’s Workbook (LWB) p. 12. You will need to adapt this activity. Ask the girl to tell you what she can see in the pictures in the LWB p. 12, and to guess what the recipe is for. Ask her to read the recipe aloud to you. Help her with any parts that are difficult for her and explain/translate any unfamiliar words. Then ask her to explain the recipe in her own words, based on what she can understand from the text.
Learner Workbook	Read through the words in LWB part E. Then ask the girl to read them to you. Explain/translate any unfamiliar meanings. Ask her to complete part F at home.	Read through the words in LWB part E. Then ask the girl to read them to you. Explain/translate any unfamiliar meanings. Ask her to complete part F at home.	Read through the words in the LWB part E. Then ask the girl to read them to you. Explain/translate any unfamiliar meanings. Ask her to complete part F at home.
Home activity	Complete activity I on LWB p.13 (find out about a recipe); work through as much of the rest of LWB pages 6 - 13 as she can.	Complete activity I on LWB p.13 (find out about a recipe) but not necessarily write the	Complete activity I on LWB p.13 (find out about a recipe); work through as much of the rest of LWB pages 6 - 13 as she can.

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	Try to read the main text in Unit 3 before the next Literacy/Learning English session.	recipe; work through as much of the rest of LWB pages 6 - 13 as she can. Try to read the main text in Unit 3 before the next Literacy/Learning English session.	Try to read the main text in Unit 3 before the next Literacy/Learning English session.
<b>Small group learning</b>	As above, plus start by doing Literacy activity 1.1: The unit story (SG p.10, LWB p.6).	As above, plus start by doing Literacy activity 1.1: The unit story (SG p.10, LWB p.6).	As above, plus start by doing Literacy activity 1.1: The unit story (SG p.10, LWB p.6).
<b>Door to door learning</b>	As above, but follow the instructions for 'girls' for just the girl you are talking to.	As above, but follow the instructions for 'girls' for just the girl you are talking to.	As above, but follow the instructions for 'girls' for just the girl you are talking to.
<b>Week 3 15<sup>th</sup> February</b>	<b>Unit 3: Dee the Driver</b>		
<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 easiest? 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>	To understand a short article about an organisation.	To understand a short article about an organisation.	To understand a short article about an organisation.
<b>Shared activity</b> (Session guide pgs.)	Session Guides, Literacy activity 3.2: Working with a short factual text (SG p.42, LWB p.33). You will need to adapt this activity. Ask the girl to look at the Plan logo, and ask her <i>What do you know about Plan?</i> Ask her to explain about the organisation in her own words, based on what she can understand from the text. Help her by explaining/translating any unfamiliar words.	Session Guides, Literacy activity 3.2: Working with a short factual text (SG p.42, LWB p.33). You will need to adapt this activity. Ask the girl to look at the Plan logo, and ask her <i>What do you know about Plan?</i> Ask her to explain about the organisation in her own words, based on what she can understand from the text. Give her lots of help by explaining/translating the unfamiliar words.	Session Guides, Literacy activity 3.2: Working with a short factual text (SG p.42, LWB p.33). You will need to adapt this activity. Ask the girl to look at the Plan logo, and ask her <i>What do you know about Plan?</i> Ask her to explain about the organisation in her own words, based on what she can understand from the text. Help her by explaining/translating any unfamiliar words. Ask her to read the text aloud to you.
<b>Learner Workbook</b>	Do the interview role play on the lower half of SB p.33. You are the interviewer, the girl answers the questions.	Do the interview role play on the lower half of SB p.33. You are the interviewer, the girl answers the questions.	Do the interview role play on the lower half of SB p.33. You are the interviewer, the girl answers the questions. Encourage answers which are more than just one or two words.

<b>Literacy/ Learning English</b>	<b>Module 2a – How can I use my new skills?</b>		
<b>Home activity</b>	Find out about another organisation that helps people, perhaps by asking other people nearby, and be ready to talk about it in the next session. Write some words to remember the information if possible. Work through as much of the rest of LWB pages 26 to 32 as she can. Try to read the main text in Unit 5 before the next Literacy/Learning English session.	Find out about another organisation that helps people, perhaps by asking other people nearby, and be ready to talk about it in the next session. Work through as much of the rest of pages LWB 26 to 32 as she can. Try to read the main text in Unit 5 before the next Literacy/Learning English session.	Find out about another organisation that helps people, perhaps by asking other people nearby, and be ready to talk about it in the next session. Write notes to remember the information if possible. Work through as much of the rest of LWB pages 26 to 32 as she can, and answer the questions in the LWB p.33 in writing. Try to read the main text in Unit 5 before the next Literacy/Learning English session.
<b>Small group learning</b>	As above, plus start by doing Literacy activity 3.1: The unit story (SG p.36, LWB p.26).	As above, plus start by doing Literacy activity 3.1: The unit story (SG p.36, LWB p.26).	As above, plus start by doing Literacy activity 3.1: The unit story (SG p.36, LWB p.26).
<b>Door to door learning</b>	As above, but follow the instructions for 'girls' for just the girl you are talking to.	As above, but follow the instructions for 'girls' for just the girl you are talking to.	As above, but follow the instructions for 'girls' for just the girl you are talking to.
<b>Week 5 1<sup>st</sup> March</b>	<b>Unit 5: Rose the accountant</b>		
<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 easiest? 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>	To understand some job advertisements.	To understand some job advertisements.	To understand some job advertisements.
<b>Shared activity (Session guide pgs.)</b>	Session Guides, Literacy activity 5.2: Working with a short factual text (SG p.72. LWB p.51). You will need to adapt this activity. Ask the girl to look at the advertisements, and ask her <i>What jobs are they advertising?</i> Ask her to explain in her own words, based on what she can understand from the text. Help her by	Session Guides, Literacy activity 5.2: Working with a short factual text (SG p.72. LWB p.51). You will need to adapt this activity. Ask the girl to look at the advertisements, and ask her <i>What jobs are they advertising?</i> Ask her to explain in her own words, based on what she can understand from the text. Give her lots of	Session Guides, Literacy activity 5.2: Working with a short factual text (SG p.72. LWB p.51). You will need to adapt this activity. Ask the girl to look at the advertisements, and ask her <i>What jobs are they advertising?</i> Ask her to explain in her own words, based on what she can understand from the text. Help her by explaining/translating any unfamiliar words.

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	explaining/translating any unfamiliar words. Use the questions below the advertisements.	help by explaining/translating the unfamiliar words. Use questions 1 - 3 below the advertisements.	Ask her to read the advertisements aloud to you. Use the questions below the advertisements.
<b>Learner Workbook</b>	Do activity H on the lower half of LWB p.51. Discuss the job advertisement together, and help her to write something simple by spelling out words as necessary.	Do activity H on the lower half of LWB p.51. Discuss the job advertisement together, but do not necessarily expect the girl to write anything.	Do activity H on the lower half of LWB p.51. Discuss the job advertisement together, and help her to write it.
<b>Home activity</b>	Think of some more job advertisements, and write at least one of them. Work through as much of the rest of LWB pages 45 to 50 as she can. Try to read the main text in Unit 7 before the next Literacy/Learning English session.	Think of some more job advertisements, and, and be ready to say them in the next session. Work through as much of the rest of LWB pages 45 to 50 as she can. Try to read the main text in Unit 7 before the next Literacy/Learning English session.	Think of some more job advertisements, and write them. Work through as much of the rest of LWB pages 45 to 50 as she can. Try to read the main text in Unit 7 before the next Literacy/Learning English session.
<b>Small group learning</b>	As above, plus start by doing Literacy activity 5.1: The unit story (SG p.63, LWB p.45).	As above, plus start by doing Literacy activity 5.1: The unit story (SG p.63, LWB p.45).	As above, plus start by doing Literacy activity 5.1: The unit story (SG p.63, LWB p.45).
<b>Door to door learning</b>	As above, but follow the instructions for 'girls' for just the girl you are talking to.	As above, but follow the instructions for 'girls' for just the girl you are talking to.	As above, but follow the instructions for 'girls' for just the girl you are talking to.
<b>Week 7 15<sup>th</sup> March</b>	<b>Unit 7: Aneni the business owner</b>		
<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 easiest? 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>	To understand some business plan notes.	To understand some business plan notes.	To understand some business plan notes.
<b>Shared activity (Session guide pgs.)</b>	Session Guides, Literacy activity 7.2: Working with a short factual text (SG p.98, LWB p.66). You will need to adapt this	Session Guides, Literacy activity 7.2: Working with a short factual text (SG p.98, LWB p.66). You will need to adapt this	Session Guides, Literacy activity 7.2: Working with a short factual text (SG p.98, LWB p.66). You will need to adapt this activity. Ask the

<b>Literacy/ Learning English</b>	<b>Module 2a – How can I use my new skills?</b>		
	activity. Ask the girl to look at Aneni’s business plans, and ask her <i>What information does Aneni want to find out?</i> Ask her to explain in her own words, based on what she can understand from the text. Help her by explaining/translating any unfamiliar words.	activity. Ask the girl to look at Aneni’s business plans, and ask her <i>What information does Aneni want to find out?</i> Ask her to explain in her own words, based on what she can understand from the text. Give her lots of help by explaining/translating the unfamiliar words.	girl to look at Aneni’s business plans, and ask her <i>What information does Aneni want to find out?</i> Ask her to explain in her own words, based on what she can understand from the text. Help her by explaining/translating any unfamiliar words. Ask her to read the notes aloud to you.
<b>Learner Workbook</b>	Do activity H on LWB p.67. Ask the girl to choose one of the things. Discuss what notes to make, and encourage the girl to write them. Help by spelling out words as necessary.	Do activity H on LWB p.67. Ask the girl to choose one of the things. Discuss what notes to make, but do not necessarily expect the girl to write anything.	Do activity H on LWB p.67. Ask the girl to choose one of the things. Discuss what notes to make, and ask the girl to write them.
<b>Home activity</b>	Ask the girl to think of a business she would perhaps like to start. What information will she need to find out? Ask her to write notes like Aneni’s. Work through as much of the rest of LWB pages 60 to 67 as she can. Try to read the main text in Unit 9 before the next Literacy/Learning English session.	Ask the girl to think of a business she would perhaps like to start. What information will she need to find out. Ask her to be ready to tell in the next session. Work through as much of the rest of LWB pages 60 to 67 as she can. Try to read the main text in Unit 9 before the next Literacy/Learning English session.	Ask the girl to think of a business she would perhaps like to start. What information will she need to find out? Ask her to write notes like Aneni’s. Work through as much of the rest of LWB pages 60 to 67 as she can. Try to read the main text in Unit 9 before the next Literacy/Learning English session.
<b>Small group learning</b>	As above, plus start by doing Literacy activity 7.1: The unit story (SG p.90, LWB p.60).	As above, plus start by doing Literacy activity 7.1: The unit story (SG p.90, LWB p.60).	As above, plus start by doing Literacy activity 7.1: The unit story (SG p.90, LWB p.60).
<b>Door to door learning</b>	As above, but follow the instructions for ‘girls’ for just the girl you are talking to.	As above, but follow the instructions for ‘girls’ for just the girl you are talking to.	As above, but follow the instructions for ‘girls’ for just the girl you are talking to.
<b>Week 9 19<sup>th</sup> April</b>	<b>Unit 9: Let’s use solar power</b>		
<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 easiest? Does she have any questions? Are there other things that she’d like to learn that are related to the activities?

Literacy/ Learning English	Module 2a – How can I use my new skills?		
<b>Share learning objective/s</b>	To understand a short factual text about solar power.	To understand a short factual text about solar power.	To understand a short factual text about solar power.
<b>Shared activity</b> (Session guide pgs.)	Session Guides, Literacy activity 9.2: Working with a short factual text (SG p.127, LWB p.85). You will need to adapt this activity. Ask the girl to look at the text, and ask her <i>How does solar power work?</i> Ask her to explain in her own words, based on what she can understand from the text. Help her by explaining/translating any unfamiliar words. Then invite her to read the text, inserting the missing words as she goes. If she struggles, instead read the text to her. Pause at each gap, and invite her to suggest the missing word.	Session Guides, Literacy activity 9.2: Working with a short factual text (SG p.127, LWB p.85). You will need to adapt this activity. Ask the girl to look at the text, and ask her <i>How does solar power work?</i> Ask her to explain in her own words, based on what she can understand from the text. Help her by explaining/translating any unfamiliar words. Then read the text to her. Pause at each gap, and invite her to suggest the missing word.	Session Guides, Literacy activity 9.2: Working with a short factual text (SG p.127, LWB p.85). You will need to adapt this activity. Ask the girl to look at the text, and ask her <i>How does solar power work?</i> Ask her to explain in her own words, based on what she can understand from the text. Help her by explaining/translating any unfamiliar words. Then invite her to read the text, inserting the missing words as she goes.
<b>Learner Workbook</b>	Do activity H on LWB p.86. Ask the girl to choose one of the things. Discuss what diagram and/or notes to make, and encourage the girl to do them. Help by spelling out words as necessary.	Do activity H on LWB p.86. Ask the girl to choose one of the things. Discuss what diagram and/or notes to make, but do not necessarily expect the girl to write anything.	Do activity H on LWB p.86. Ask the girl to choose one of the things. Discuss what diagram and/or notes to make, and encourage the girl to do them.
<b>Home activity</b>	Ask the girl to choose another of the things from activity H on LWB p.86 that she does not know much about. Ask her to find out about how it works, perhaps by asking older people. Encourage her to draw a diagram and/or write notes. Work through as much of the rest of LWB pages 79 to 84 as she can.	Ask the girl to choose another of the things from activity H on LWB p.86 that she does not know much about. Ask her to find out about how it works, perhaps by asking older people. Work through as much of the rest of LWB pages 79 to 84 as she can.	Ask the girl to choose another of the things from activity H on LWB p.86 that she does not know much about. Ask her to find out about how it works, perhaps by asking older people. Encourage her to draw a diagram and/or write notes. Work through as much of the rest of LWB pages 79 to 84 as she can.
<b>Small group learning</b>	As above, plus start by doing Literacy activity 9.1: The unit story (SG p.121, LWB p.79).	As above, plus start by doing Literacy activity 9.1: The unit story (SG p.121, LWB p.79).	As above, plus start by doing Literacy activity 9.1: The unit story (SG p.121, LWB p.79).
<b>Door to door learning</b>	As above, but follow the instructions for 'girls' for just the girl you are talking to.	As above, but follow the instructions for 'girls' for just the girl you are talking to.	As above, but follow the instructions for 'girls' for just the girl you are talking to.

<b>Numeracy</b>	<b>Module 2a – How can I use my new skills?</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 8<sup>th</sup> February</b>	<b>Unit 1: Glory the Cook</b>		
<b>Reminder of telephone call</b>	Welcome to the first numeracy activity.	Welcome to the first numeracy activity.	Welcome to the first numeracy activity.
<b>Share learning objective/s</b>	<ul style="list-style-type: none"> <li>To find fractions of amounts (where the numerator is 1)</li> </ul>	<ul style="list-style-type: none"> <li>To find <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> of amounts</li> </ul>	<ul style="list-style-type: none"> <li>To find fractions of amounts where the numerator is more than 1</li> </ul>
<b>Shared activity</b>	<p>Session Guides, p.14 and p.15 Activity number 1.1</p> <p>Ask: Is half of your family girls? How do you know? Remind the girls half means – dividing into two equal groups Ask: Imagine 12 eggs (or see LWB p.14) What is half of 12? Divide the eggs into three groups What is <math>\frac{1}{3}</math> of 12? Divide the eggs into four groups What is <math>\frac{1}{4}</math> of 12? Repeat with a bag of 20 apples. Find <math>\frac{1}{2}</math> and <math>\frac{1}{5}</math>.</p>	<p>Session Guides, p.14 and p.15 Activity number 1.1</p> <p>Ask: Is half of your family girls? How do you know? Remind the girls half means – dividing into two equal groups Ask: Imagine 12 eggs (or see LWB p.14) What is half of 12? Divide the eggs into four groups What is <math>\frac{1}{4}</math> of 12? Repeat with a bag of 16 apples What is <math>\frac{1}{2}</math> of 16? What is <math>\frac{1}{4}</math> of 16? Repeat with 20 pencils What is <math>\frac{1}{2}</math> of 24? What its <math>\frac{1}{4}</math> of 24</p>	<p>Session Guides, p.14 and p.15 Activity number 1.1</p> <p>Ask: Is half of your family girls? How do you know? Remind the girls half means – dividing into two equal groups Ask: Imagine 12 eggs (or see LWB p.14) What is half of 12? Divide the eggs into three groups What is <math>\frac{1}{3}</math> of 12? What is <math>\frac{2}{3}</math> of 12? Divide the eggs into four groups What is <math>\frac{1}{4}</math> of 12? <math>\frac{2}{4}</math> of 12? <math>\frac{3}{4}</math> of <math>\frac{1}{2}</math>? Repeat with a bag of 20 apples. Find <math>\frac{1}{2}</math> and <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{3}{5}</math> and <math>\frac{4}{5}</math> of 20.</p>
<b>Learner Workbook</b>	p.15 Ask the girls to work on the fractions with a numerator 1.	p.15 Ask the girls to answer the $\frac{1}{4}$ questions. There are no $\frac{1}{2}$ questions in the table.	p.15 The girls should answer all questions.
<b>Home activity</b>	Ask the family about recipes. Do any recipes use fractions? E.g. half as much flour.	Ask the girls to write three true and three false statements for $\frac{1}{2}$ .	Ask the family about recipes. Do any recipes use fractions? E.g. half as much flour.

<b>Numeracy</b>	<b>Module 2a – How can I use my new skills?</b>		
<b>Small group learning</b>	Also ask questions about group e.g. are half the group wearing a hat?	Also ask questions about group e.g. are half the group wearing a hat?	Also ask questions about group e.g. are half the group wearing a hat?
<b>Door to door learning</b>	As above	As above	As above
<b>Week 4 22<sup>nd</sup> February</b>	<b>Unit 4: Lets Plant Seeds</b>		
<b>Reminder of previous telephone call</b>	Look back at LWB p. 15. Ask the girls to tell you one fraction statement that was true and one that was false	Look back at LWB p.15 Ask the girls to tell you one of the fraction statements that was true and one that was false	Look back at LWB p.15. Ask the girls to tell you one of the fraction statements that was true and one that was false
<b>Share learning objective/s</b>	To revise place value for 3-digit numbers	To revise place value for 2-digit numbers	To understand place value for 4-digit numbers
<b>Shared activity</b>	<p>Session Guide p.50 Activity number 4.1 Say: I am thinking of a number. It has a 1 in the tens column, a 5 in the ones column and a 4 in the hundreds column. What is my number? Say: Use the same digits to make a different 3-digit number. Is this number more or less than 415? Say: What is the biggest number you can make with the digits 4, 1 and 5? Say: What is the smallest number?</p> <p>Look at the two problems on p. 97 of workbook and check the girls understand.</p>	<p>Session Guides p.50 Activity number 4.1 Say: I am thinking of a number. It has a 3 in the tens column, a 5 in the ones. What is my number? Say: Use the same digits to make a different 2-digit number. Is this number more or less than 35? Say: What is the biggest number you can make with the digits 3 and 5? Say: What is the smallest number? Repeat with 7 and 3 Order all four numbers</p>	<p>Session Guides p.50 Activity number 4.1 Say: I am thinking of a number. It has a 4 in the tens column, a 6 in the hundreds column, a 2 in the thousands column and a 9 in the ones column. What is my number? Say: Use the same digits to make a number that is bigger than 2 64 9 Say: Use the same digits to make a number that is smaller than 2 6 4 9.</p> <p>Look at the two problems on p. 97 of workbook and check the girls understand,</p>
<b>Learner Workbook</b>	p.97 Choose three digits. Make 6 different numbers. Write them in order from smallest to largest. Choose one of the problems on p. 97.	Choose two digits. Make two different numbers. Order from highest to lowest. Repeat three times. Put all six numbers in order.	p.97 Choose four digits. Make 6 different numbers. Write them in order from smallest to largest. Complete both problems on p. 97
<b>Home activity</b>	Look out for three-digit numbers.	Look out for three-digit numbers.	Look out for three-digit numbers.



<b>Numeracy</b>	<b>Module 2a – How can I use my new skills?</b>		
<b>Small group learning</b>	See Session Guides p.50 for group task	See Session Guides p.50 for group task	See Session Guides p.50 for group task
<b>Door to door learning</b>	As above	As above	As above
<b>Week 6 8<sup>th</sup> March</b>	<b>Unit 4: Let's plant seeds</b>		
<b>Reminder of previous telephone call</b>	Ask the girls if they solved one of the problems and what the answer is.	Ask the girls to read their six numbers in order.	Ask the girls if they solved one of the problems and what the answer is.
<b>Share learning objective/s</b>	To find totals to 200.	To find totals to 100.	To find totals and differences to 200.
<b>Shared activity</b>	<p>Session Guides p.52 and p.53 Activity number 4.2 Say: Tell me two 2-digit numbers with a total of 100. Say: Tell me two different 2-digit numbers with a total of 100 Say: Tell me three 2-digit numbers with a total of 100. Say: Now tell me another set of three 2-digit numbers with a total of 100 Say: Tell me four 2-digit numbers with a total of 200. (e.g. 50 + 50 + 50 + 50). Say: Now tell me another set of four</p> <p>Read together LWB, p.100 (Unit 10), Problem 2 and check the girls understand.</p>	<p>Session Guides p.52 and p.53 Activity number 4.2  Say: Tell me two numbers with a total of 20. Say: Tell me two different numbers with a total of 20 Say: Tell me three different numbers with a total of 20. Say: Tell me two 2-digit numbers with a total of 100. Say: Tell me two different 2-digit numbers with a total of 100</p> <p>Read together LWB, p.100 (Unit 10), Problem 2 and check the girls understand.</p>	<p>Session Guides p.52 and p.53 Activity number 4.2  Say: Now tell me three 2-digit numbers with a total of 100 Say: Tell me four 2-digit numbers with a total of 200. (e.g. 50 + 50 + 50 + 50). Say: Now tell me another set of four Say: Tell me two 2-digit numbers with a difference of 20 Say: Tell me two 2-digit numbers with a difference of 25</p> <p>Read together LWB, p.100 (Unit 10), Problem 2 and check the girls understand.</p>
<b>Learner Workbook</b>	p.100	p.101 (this is an easier problem for the girl)	p.100
<b>Home activity</b>	Have four tries at the problem. Ask another person to have a try.	Pick four pairs of numbers and find the total.	Have four tries at the problem. Ask another person to have a try.
<b>Small group learning</b>	Girls can work in pairs to find sets of numbers and check answers.	Girls can work in pairs to find sets of numbers and check answers.	Girls can work in pairs to find sets of numbers and check answers.
<b>Door to door learning</b>	As above Have a go at the problem together and write down answers.	As above Have a go at the problem together and write down answers.	As above Have a go at the problem together and write down answers.

## Module 2a Learning Cards: Telephone learning conversations

Week 8 22 <sup>nd</sup> March	Unit 6: Glory the Designer		
<b>Reminder of previous telephone call</b>	Tell me the total you found that was closest to 200.	Tell me the question that you made up with the biggest total.	Tell me the total you found that was closest to 200.
<b>Share learning objective/s</b>	To multiply 2-digit numbers by single digit numbers.	To multiply 2-digit numbers by single digit numbers.	To multiply 2-digit numbers by single digit numbers.
<b>Shared activity</b>	Session Guides p.87 Activity number 6.4  Count in 10s together. Stop at 120. Ask: What is $4 \times 10$ , $6 \times 10$ , $12 \times 10$ ? Count in 20s together. Stop at 120. Ask: What is $3 \times 20$ , $6 \times 20$ , $4 \times 20$ ? Ask: How can you find out $23 \times 3$ ? ( $20 \times 3 = 60$ , $3 \times 3 = 9$ , $60 + 9 = 29$ ) Ask: how you can find out $34 \times 3$ ? ( $30 \times 4 + 4 \times 3$ )  Ask the girl to turn to p.59 in the LWB. Ask the girl to choose a question she can find the answer to.	Session Guides p.87 Activity number 6.4  Count in 2s together. Stop at 24. Ask: What is $6 \times 2$ , $4 \times 2$ , $7 \times 2$ , $12 \times 12$ Count in 4s together. Stop at 44. Ask: What is $3 \times 4$ , $5 \times 4$ , $9 \times 4$ , $11 \times 4$ Count in 10s together. Stop at 120. Ask: What is $3 \times 20$ , $6 \times 20$ , $4 \times 20$ ? Count in 20s together. Stop at 120. Ask: What is $3 \times 20$ , $6 \times 20$ , $4 \times 20$ ? Look at p. 59 in the workbook together.  Ask the girl to turn to p.59 in the LWB. Ask the girl to choose a question she can find the answer to.	Session Guides p.87 Activity number 6.4  Count in 10s together stopping at 120. Ask: What is $4 \times 10$ , $6 \times 10$ , $12 \times 10$ ? Count in 20s together stopping at 120. Ask: What is $3 \times 20$ , $6 \times 20$ , $4 \times 20$ ? Ask: How can you find out $23 \times 3$ . ( $20 \times 3 = 60$ , $3 \times 3 = 9$ , $60 + 9 = 29$ ) Ask: how you can find out $34 \times 3$ ( $30 \times 4 + 4 \times 3$ ) Ask: How can you find out $134 \times 3$ ?  Ask the girl to turn to p.59 in the LWB. Ask the girl to choose a question she can find the answer to.
<b>Learner Workbook</b>	p. 59 Choose 5 questions to work out. Choose 5 questions to estimate.	p.59 Choose 5 questions to work out. Choose 5 questions to estimate.	p.59 Answer as many questions as you can. If there are any you are unsure about, then estimate the answer.
<b>Home activity</b>	Ask another family member to choose one example and estimate.	Ask another family member to choose one example and estimate.	Ask another family member to choose one example and estimate.
<b>Small group learning</b>	Put the girls in pairs to count	Put the girls in pairs to count	Put the girls in pairs to count
<b>Door to door learning</b>	As above – write in the answer to one of the questions in the workbook.	As above - write in the answer to one of the questions in the workbook.	As above - write in the answer to one of the questions in the workbook.

## Module 2a Learning Cards: Telephone learning conversations

Week 10 26 <sup>th</sup> April	Unit 7: Aneni the business owner		
<b>Reminder of previous telephone call</b>	Ask the girls to tell you one question they found the answer to and one question they estimated.	Ask the girls to tell you one question they found the answer to and one question they estimated.	Ask the girls to tell you the hardest question they found the answer to.
<b>Share learning objective/s</b>	To be able to use decimals in the context of money	To be able to use decimals in the context of money	To be able to use decimals in the context of money
<b>Shared activity</b>	Session Guides p.92 and p.93 Activity number 7.1 Say: A button costs one dollar and ten cents. How would you write this? Say: Round the cost of a button to the nearest dollar Say: Sewing machine needles cost 13 dollars and 50 cents. How would you write this? Say: Round the cost of the sewing machine needles to the nearest dollar. Ask: How much would two packets of needles cost? Turn to p.69 in the LWB and look at the table. Ask the girls to read the numbers to you.	Session Guides p.92 and p.93 Activity number 7.1 Say: A button costs one dollar and ten cents. How would you write this? Say: Say: Sewing machine needles cost 13 dollars and 50 cents. How would you write this? Say: Lace cost two dollars and 64 cents. How do you write this? Ask: Is the cost of the lace nearer two dollars or three dollars? Say: 2.64 rounded to the nearest dollar is 3 dollars Turn to p.69 in the LWB. Ask the girls to read the numbers to you.	Session Guides p.92 and p.93 Activity number 7.1 Say: A button costs one dollar and ten cents. How would you write this? Say: Round the cost of a button to the nearest dollar Say: How much would four buttons cost? What about ten buttons? Say: Sewing machine needles cost 13 dollars and 50 cents. How would you write this? Say: Round the cost of the sewing machine needles to the nearest dollar. Ask: How much would two packets of needles cost?
<b>Learner Workbook</b>	p.69 Aneni decides to buy 1 sewing machine, and two of everything else. Help her to fill in the table.	p.69 Round the whole numbers to the nearest 10 and the decimal numbers to the nearest dollar.	p.69 Aneni decides to buy 1 sewing machine, and two of everything else. Help her to fill in the table.
<b>Home activity</b>	Look out for prices of fruit and vegetables. How are they written? Can you round them to the nearest whole number or nearest ten or hundred? Can you find the cost of two of each?	Look out for prices of fruit and vegetables. How are they written? Can you round them to the nearest whole number or nearest ten or hundred? Can you find the cost of two of each?	Look out for prices of fruit and vegetables. How are they written? Can you round them to the nearest whole number of nearest ten? Can you find the cost of two of each?
<b>Small group learning</b>	Girls can work in pairs	Girls can work in pairs	Girls can work in pairs
<b>Door to door learning</b>	Fill in two of the answers with the girl.	Fill in two of the answers with the girl.	Fill in two of the answers with the girl.