

Module 2b learning cards: Telephone learning conversations

Literacy/Learning English	Module 2b – Making plans and practising my skills		
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	Unit 2: Wash your hands		
Greetings / introductions	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 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 learning English and reading in SAGE so far. What has she learned? What does she hope to learn next?
Share learning objective/s	<ul style="list-style-type: none"> To read and understand health advice posters. 	<ul style="list-style-type: none"> To read and understand health advice posters. 	<ul style="list-style-type: none"> To read and understand health advice posters.
Shared activity (Session guide pages)	Session Guides, Literacy activity 2.2: Working with a short factual text - Session Guide (SG) page 32, Learner’s Workbook (LWB) page 18. You will need to adapt this activity. Ask the girl to tell you what she can see in the posters in LWB page 18, and to say what advice they give. Ask her to explain the advice 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 2.2: Working with a short factual text - Session Guide (SG) page 32, Learner’s Workbook (LWB) page 18. You will need to adapt this activity. Ask the girl to tell you what she can see in the pictures in the posters in LWB page 18, and to guess what advice they give. Ask her to explain the advice in her own words if she can, based on what she can understand from the text. Give her as much help as she needs by explaining/translating the unfamiliar words.	Session Guides, Literacy activity 2.2: Working with a short factual text - Session Guide (SG) page 32, Learner’s Workbook (LWB) page 18. You will need to adapt this activity. Ask the girl to tell you what she can see in the posters in LWB page 18, and to say what advice they give. Ask her to explain the advice in her own words, based on what she can understand from the text.
Learner Workbook	Ask the girl to look at the picture on LWB page 14 and describe what she can see. Ask her to guess what the story is about.	Ask the girl to look at the picture on LWB page 14 and describe what she can see. Ask her to guess what the story is about.	Ask the girl to look at the picture on LWB page 14 and describe what she can see. Ask her to guess what the story is about.
Home activity	Read the story on LWB page 14 and/or the summary on page 15, and answer the questions in Part C. Make a poster as directed by LWB Part G (page 18). Look at Unit 3 and try to understand	Try to read the story summary on LWB page 15, and answer the questions in Part C. Make a poster as directed by LWB Part G (page 18). Look at Unit 3, try to understand as much of it as you can before the next session.	Read the story on LWB page 14, and answer the questions in Part C. Make a poster as directed by LWB Part G (page 18). Look at Unit 3 and try to understand as much of it as you can before the next session.

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	as much of it as you can before the next session.		
Small group learning	As above, plus start by doing Literacy activity 2.1: The unit story (SG p.26, LWB p.14).	As above, plus start by doing Literacy activity 2.1: The unit story (SG p.26, LWB p.14).	As above, plus start by doing Literacy activity 2.1: The unit story (SG p.26, LWB p.14).
Door to door learning	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.

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Numeracy		Module 2b – Making plans and practising my skills	
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	Unit 2: Wash your hands		
Reminder of previous telephone call	This will be the first numeracy call. Welcome to the first numeracy activity.	This will be the first numeracy call. Welcome to the first numeracy activity.	This will be the first numeracy call. Welcome to the first numeracy activity.
Share learning objective/s	<ul style="list-style-type: none"> To look for patterns in number sequences 	<ul style="list-style-type: none"> To look for patterns in number sequences 	<ul style="list-style-type: none"> To look for patterns in number sequences
Shared activity	<p>Take it in turns to count to 30. For any number that has a 3 or a 7 in it, clap instead of saying the number. Repeat the activity counting back from 50 to 30. Repeat for 90-110.</p> <p>Play Fizz Buzz Take it in turns to count in ones For multiples of 5 say fizz For multiples of 7 say buzz For multiples of 5 and 7 say fizz buzz</p> <p>See CE Guide Page 29 and 30.</p>	<p>Take it in turns to count to 30 For any number that has a 3 or a 7 in it, clap instead of saying the number. Repeat the activity counting back from 20 to 0.</p> <p>Play Fizz Buzz Take it in turns to count in ones For multiples of 5 say fizz For multiples of 7 say buzz For multiples of 5 and 7 say fizz buzz</p> <p>See CE Guide Page 29 and 30.</p>	<p>Take it in turns to count from 90 to 120. For any number that has a 3 or a 7 in it, clap instead of saying the number. Repeat the activity counting back from 50 to 30.</p> <p>Play Fizz Buzz Take it in turns to count in ones For multiples of 5 say fizz For multiples of 7 say buzz For multiples of 5 and 7 say fizz buzz</p> <p>See CE Guide Page 29 and 30.</p>
Learner Workbook	Pages 20 and 21.	Pages 20 and 21.	Page 20 and 21
Home activity	All activities in LWB Pages 20 and 21. Fill in the missing numbers. Encourage the girls to teach another family member how to count and clap or play Fizz Buzz.	All activities in LWB Pages 20 and 21. Fill in the missing numbers. Encourage the girls to teach another family member how to count and clap or play Fizz Buzz.	All activities in LWB Pages 20 and 21. Fill in the missing numbers. Encourage the girls to teach another family member how to count and clap or play Fizz Buzz.
Small group learning	Count and clap and play Fizz Buzz in small groups.	Count and clap and play Fizz Buzz in small groups.	Count and clap and play Fizz Buzz in small group.
Door to door learning	As above	As above	As above

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Literacy/Learning English	Module 2b – Making plans and practising my skills		
Week 3	Unit 3: Chido Govera's story		
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	<ul style="list-style-type: none"> Understand a factual text and a website page. 	<ul style="list-style-type: none"> Understand a factual text and a website page. 	<ul style="list-style-type: none"> Understand a factual text and a website page.
Shared activity (Session guide pages)	Ask the girl to tell you what she can see in the picture in LWB page 26, and to say what the woman is doing (growing mushrooms). Then do Literacy activity 3.2: Working with a short factual text - SG page 48, LWB page 30. You will need to adapt this activity. Ask her to explain what the organisation does, based on what she can understand from the text. Help her by explaining/translating any unfamiliar words.	Ask the girl to tell you what she can see in the picture in LWB page 26, and to say what the woman is doing (growing mushrooms). Then do Literacy activity 3.2: Working with a short factual text - SG page 48, LWB page 30. You will need to adapt this activity. Ask her to explain what the organisation does, based on what she can understand from the text. Give her as much help as she needs by explaining/translating the unfamiliar words.	Ask the girl to tell you what she can see in the picture in LWB page 26, and to say what the woman is doing (growing mushrooms). Then do Literacy activity 3.2: Working with a short factual text - SG page 32, LWB page 48. You will need to adapt this activity. Ask her to explain what the organisation does, based on what she can understand from the text.
Learner Workbook	Ask the girl to look again at the picture on LWB page 26 and say a little more about what she can see. Ask her to guess what the story is about.	Ask the girl to look again at the picture on LWB page 26 and say a little more about what she can see. Ask her to guess what the story is about.	Ask the girl to look again at the picture on LWB page 26 and say a little more about what she can see. Ask her to guess what the story is about.
Home activity	Do the crossword activity in Part E, LWB page 29. Perhaps read the story on LWB page 26 and/or the summary on page 27, and answer the questions in Part C. Look at Unit 4 and try to understand as much of it as you can before the next session.	Do the crossword activity in Part E, LWB page 29 if you wish. Perhaps read the story summary on page 27, and answer the questions in Part C. Look at Unit 4 and try to understand as much of it as you can before the next session.	Do the crossword activity in Part E, LWB page 29. Read the story on LWB page 26 and/or the summary on page 27, and answer the questions in Parts C and D. Look at Unit 4 and try to understand as much of it as you can before the next session.

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Small group learning	As above, plus start by doing Literacy activity 3.1: The unit story (SG p.40, LWB p.26).	As above, plus start by doing Literacy activity 3.1: The unit story (SG p.40, LWB p.26).	As above, plus start by doing Literacy activity 3.1: The unit story (SG p.40, LWB p.26).
Door to door learning	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.

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Numeracy	Module 2b – Making plans and practising my skills		
Week 4	Unit 2: Wash your hands		
Reminder of previous telephone call	Ask the girls to look back at the missing numbers ask. Ask: Did you fill in all the missing numbers? Say: Tell me a number that was a 'clap' Say: Tell me a number that was a 'buzz'	Did you fill in all the missing numbers? Say: Tell me a number that was a 'clap' Say: Tell me a number that was a 'buzz'	Did you fill in all the missing numbers? Say: Tell me a number that was a 'clap' Say: Tell me a number that was a 'buzz'
Share learning objective/s	<ul style="list-style-type: none"> To order and round numbers to 1000 To find 50% , 25% of amounts 	<ul style="list-style-type: none"> To order and round numbers to 1000 	<ul style="list-style-type: none"> To order and round numbers to 1000 Find 50% , 25% and 10% of amounts
Shared activity	<p>Repeat counting and clapping activity. Clap for numbers with a 6 or a 4 .</p> <p>Look at the list of patients who came to the medial centre on 1st June (LWB page 22). Ask: <i>who travelled the furthest? Who lived closets to the medical centre? How many patients lived more than 100km from the medical centre? How many patients lived between 50 and 99km from the medical centre?</i></p> <p>Look at the percentages diagram on page 24 of the LWB. <i>What fraction is the same as 50%? What fraction is the same as 25%? What is 50% of 24? What is 25% of 24? Find 50% and 25% of 80.</i></p>	<p>Repeat counting and clapping activity. Clap for numbers with a 6 or a 4</p> <p>Ask: Which is larger 48 or 84? Ask: Which is larger 104 or 94?</p> <p>Look at the list of patients who came to the medial centre on 1st June (LWB page 22). Ask: <i>who travelled the furthest? Who lived closest to the medical centre? How many patients lived more than 100km from the medical centre? How many patients lived between 50 and 99km from the medical centre?</i></p>	<p>Repeat counting and clapping activity. Clap for numbers with a 6 or a 4</p> <p>Look at the list of patients who came to the medial centre on 1st June (LWB page 22). Ask: <i>who travelled the furthest? Who lived closes to the medical centre? How many patients lived more than 100km from the medical centre? How many patients lived between 50 and 99km from the medical centre?</i></p> <p>Look at the percentages diagram on page 24 of the LWB. <i>What fraction is the same as 50%/25%/10%? What is 50% of 24? What is 25% of 24? Find 50%, 25% and 10% of 80</i></p>
Learner Workbook	Pages 23 + 24	Page 23	Page 23 -25
Home activity	LWB Page 23. Ask the girls to count the number of paces they take on three journeys, write them down and then order them from the smallest to the largest.	LWB Page 23 – Distances in Order and Distances in Groups.	LWB Pages 23 -25
Small group learning	Counting and clapping in small groups	Counting and clapping in small groups	Counting and clapping in small groups
Door to door learning	As above	As above	As above

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Literacy/Learning English	Module 2b – Making plans and practising my skills		
Week 5	Unit 4: What have we got to lose?		
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	<ul style="list-style-type: none"> Understand a fictional text and instructions for planting seeds. 	<ul style="list-style-type: none"> Understand a fictional text and instructions for planting seeds. 	<ul style="list-style-type: none"> Understand a fictional text and instructions for planting seeds.
Shared activity (Session guide pages)	Session Guides, Literacy activity 4.2: Working with a short factual text - SG page 61, LWB page 40. You will need to adapt this activity. Ask the girl to tell you what she can see in the pictures in LWB page 40, and to say what instructions they give. Ask her to explain the steps in her own words, based on what she can understand from the text above the pictures. Help her by explaining/translating any unfamiliar words.	Session Guides, Literacy activity 4.2: Working with a short factual text - SG page 61, LWB page 40. You will need to adapt this activity. Ask the girl to tell you what she can see in the pictures in LWB page 40, and to say what instructions they give. Ask her to explain the steps in her own words, based on what she can understand from the text above the pictures. Give her as much help as she needs by explaining/translating the unfamiliar words.	Session Guides, Literacy activity 4.2: Working with a short factual text - SG page 61, LWB page 40. You will need to adapt this activity. Ask the girl to tell you what she can see in the pictures in LWB page 40, and to say what instructions they give. Ask her to explain the steps in her own words, based on what she can understand from the text above the pictures.
Learner Workbook	Ask the girl to look at the picture on LWB page 35 and describe what she can see. Ask her to guess what the story is about. Ask her to read aloud the words in handwriting font at the start of Part E on p.39.	Ask the girl to look at the picture on LWB page 35 and describe what she can see. Ask her to guess what the story is about.	Ask the girl to look at the picture on LWB page 35 and describe what she can see. Ask her to guess what the story is about. Ask her to read aloud the words in handwriting font at the start of Part E on p.39.
Home activity	Complete the sentences in LWB Part G. Read the story on LWB page 35 and/or the summary on page 36 if you can, and answer the questions in Part C. Then complete as much of LWB part E as you can (p.38). Look at Unit 6 and try to understand as much of it as you can before the next session.	Complete the sentences in LWB Part G if you can. Perhaps read the story summary on LWB page 36, and answer the questions in Part C. Look at Unit 6 and try to understand as much of it as you can before the next session.	Complete the sentences in LWB Part G. Perhaps read the story on LWB page 35 and/or the summary on page 36, and answer the questions in Part C. Then complete LWB part E (p.38). Do the writing activities LWB parts G and/or H on page 41. Look at Unit 6 and try to understand as much of it as you can before the next session.

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Small group learning	As above, plus start by doing Literacy activity 4.1: The unit story (SG p.55, LWB p.35).	As above, plus start by doing Literacy activity 4.1: The unit story (SG p.55, LWB p.35).	As above, plus start by doing Literacy activity 4.1: The unit story (SG p.55, LWB p.35).
Door to door learning	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.

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Numeracy	Module 2b – Making plans and practising my skills		
Week 6	Unit 6: It's time for a sight test		
Reminder of previous telephone call	Ask the girl to remind you what fractions are the same as 50% and 25%. Ask her to tell you a number that would be easy to find 50% and 25% of?	Ask the girl about the three journeys she made last week. Which was the longest/shortest journey?	Ask the girl to remind you what fractions are the same as 50%, 25% and 10%. Ask the her to tell you a number that would be easy to find 50%, 25% and 10% of?
Share learning objective/s	<ul style="list-style-type: none"> To understand number operations 	<ul style="list-style-type: none"> To understand number operations 	<ul style="list-style-type: none"> To understand number operations
Shared activity	<p>Read these riddles to the girl.</p> <p>'I am thinking of a number. I add two to my number. The answer is 9. What was my number?'</p> <p>'I am thinking of a number. I double my number. The answer is 28. What was my number?'</p> <p>'I am thinking of a number. I subtract 11 from my number. The answer is 30'. What was my number.'</p> <p>After each riddle ask</p> <ul style="list-style-type: none"> - <i>How did you know?</i> - <i>How can we check?</i> <p>LWB Page 61.1. What operation. Do two questions together.</p> <p>LWB Page 62. 3. Double functions. Do the first question together.</p>	<p>Read these riddles to the girl.</p> <p>'I am thinking of a number. I add two to my number. The answer is 9. What was my number?'</p> <p>'I am thinking of a number. I double my number. The answer is 20. What was my number?'</p> <p>'I am thinking of a number. I subtract 5 from my number. The answer is 10'. What was my number.'</p> <p>After each riddle ask</p> <ul style="list-style-type: none"> - <i>How did you know?</i> - <i>How can we check?</i> <p>LWB Page 61.1. What operation. Do two questions together.</p> <p>LWB Page 62. 3. Double functions. Do the first question together.</p>	<p>Read these riddles to the girl.</p> <p>'I am thinking of a number. I add two to my number. The answer is 9. What was my number?'</p> <p>'I am thinking of a number. I double my number. The answer is 38. What was my number?'</p> <p>'I am thinking of a number. I subtract 17 from my number. The answer is 23'. What was my number.'</p> <p>After each riddle ask</p> <ul style="list-style-type: none"> - <i>How did you know?</i> - <i>How can we check?</i> <p>LWB Page 61.1. What operation. Do two questions together.</p> <p>LWB Page 62. 3. Double functions. Do the first question together.</p>
Learner Workbook	Page 61 and 62	Page 61 and 62	Page 61 and 62
Home activity	<p>LWB Page 61 1. What Operation</p> <p>LWB Page 62 3. Double functions</p> <p>Make up a riddle to ask you when you call next time.</p>	<p>LWB Page 61 1. What Operation</p> <p>LWB Page 62 3. Double functions</p> <p>Make up a riddle to ask you when you call next time.</p>	<p>LWB Page 61 1. What Operation</p> <p>LWB Page 62 3. Double functions</p> <p>Make up a riddle to ask you when you call next time.</p>
Small group learning	The girls can make up riddles and ask a partner.	The girls can make up riddles and ask a partner.	The girls can make up riddles and ask a partner.
Door to door learning	Ask the girl to make up riddles to ask you.	The girl can make up riddles to ask you.	The girl can make up riddles to ask you.

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Literacy/Learning English	Module 2b – Making plans and practising my skills		
Week 7	Unit 6: It's time for a sight test		
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	<ul style="list-style-type: none"> Understand a fictional text and information about help for people with disabilities. 	<ul style="list-style-type: none"> Understand a fictional text and information about help for people with disabilities. 	<ul style="list-style-type: none"> Understand a fictional text and information about help for people with disabilities.
Shared activity (Session guide pages)	Session Guides, Literacy activity 6.2: Working with a short factual text - SG page 91, LWB page 59. You will need to adapt this activity. Ask the girl to tell you what she can see in the website information in LWB page 59, and to say what each organisation does. Ask her to say more about these organisations in her own words, based on what she can understand from the logos of the organisations and the text. Help her by explaining/translating any unfamiliar words.	Session Guides, Literacy activity 6.2: Working with a short factual text - SG page 91, LWB page 59. You will need to adapt this activity. Ask the girl to tell you what she can see in the website information in LWB page 59, and to say what each organisation does. Ask her to say more about these organisations in her own words, based on what she can understand from the logos of the organisations and the text. Give her as much help as she needs by explaining/translating the unfamiliar words.	Session Guides, Literacy activity 6.2: Working with a short factual text - SG page 91, LWB page 59. You will need to adapt this activity. Ask the girl to tell you what she can see in the website information in LWB page 59, and to say what each organisation does. Ask her to say more about these organisations in her own words, based on what she can understand from the logos of the organisations and the text. Ask her to explain the meanings of the 'difficult words' given in LWB part G (p.60) if she can.
Learner Workbook	If time allows, do the drama activity at the bottom of LWB page 59. Take the role of the person who does not know anything about the organisations. Ask the girl to look at the picture on LWB page 55 and describe what she can see. Ask her to guess what the story is about.	If time allows and you think the girl has understood enough to do it, do the drama activity at the bottom of LWB page 59. Take the role of the person who does not know anything about the organisations. Ask the girl to look at the picture on LWB page 55 and describe what she can see. Ask her to guess what the story is about.	If time allows, do the drama activity at the bottom of LWB page 59. Take the role of the person who does not know anything about the organisations. Ask the girl to look at the picture on LWB page 55 and describe what she can see. Ask her to guess what the story is about.
Home activity	Read the story on LWB page 55 and/or the summary on page 56, and answer the questions in Part C. Then do Parts D and E.	Perhaps read the story on LWB page 55 and/or the summary on page 56, and answer the questions in Part C; complete as much of Part	Read the story on LWB page 55 and answer the questions in Part C. Then do Parts D and E. Do the writing activity in LWB part H, page 60.



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	Look at Unit 8 and try to understand as much of it as you can before the next session.	E as you can. Look at Unit 8 and try to understand as much of it as you can before the next session.	Look at Unit 8 and try to understand as much of it as you can before the next session.
Small group learning	As above, plus start by doing Literacy activity 6.1: The unit story (SG p.82, LWB p.55).	As above, plus start by doing Literacy activity 6.1: The unit story (SG p.82, LWB p.55).	As above, plus start by doing Literacy activity 6.1: The unit story (SG p.82, LWB p.55).
Door to door learning	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.

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Numeracy	Module 2b – Making plans and practising my skills		
Week 8	Unit 7: A school uniform for Rudo		
Reminder of previous telephone call	Ask the girls to tell you the riddle they made up.	Ask the girls to tell you the riddle they made up.	Ask the girls to tell you the riddle they made up.
Share learning objective/s	<ul style="list-style-type: none"> To understand 'remainders' after division 	<ul style="list-style-type: none"> To understand 'remainders' after division 	<ul style="list-style-type: none"> To understand 'remainders' after division
Shared activity	<p>Count together in 4s from 0 to 44. Count together in 6s from 0 to 66.</p> <p>Ask 'Grace and Patience share 25 sunflower seeds equally. How many seeds are left?'</p> <p>Ask 'Grace, Patience and Martha share a packet of 20 pencils equally. How many pencils are left?'</p> <p>Explain that we call the amount that is left a remainder.</p> <p>Ask the girls to say 'remainder' or 'no remainder' when you ask these questions.</p> <p>1) $30 \div 10$ 2) $35 \div 5$ 3) $27 \div 2$ 4) $24 \div 6$</p> <p>Read the Remainder Choice Game on Page 71 of the LWB together.</p>	<p>Count together in 4s from 0 to 40. Count together in 6s from 0 to 60.</p> <p>Ask 'Grace and Patience share 15 sunflower seeds equally. How many seeds are left?'</p> <p>Ask 'Grace, Patience and Martha share a packet of 10 pencils equally. How many pencils are left?'</p> <p>Explain that we call the amount that is left a remainder.</p> <p>Ask the girls to say 'remainder' or 'no remainder' when you ask these questions.</p> <p>1) $30 \div 10$ 2) $35 \div 5$ 3) $7 \div 2$ 4) $13 \div 3$</p> <p>Read the Remainder Choice Game on Page 71 of the LWB together.</p>	<p>Count together in 4s from 0 to 40. Count together in 6s from 0 to 60.</p> <p>Ask 'Grace and Patience share 45 sunflower seeds equally. How many seeds are left?'</p> <p>Ask 'Grace, Patience and Martha share a packet of 40 pencils equally. How many pencils are left?'</p> <p>Explain that we call the amount that is left a remainder.</p> <p>Ask the girls to say 'remainder' or 'no remainder' when you ask these questions.</p> <p>1) $130 \div 10$ 2) $136 \div 5$ 3) $38 \div 3$ 4) $68 \div 6$</p> <p>Read the Remainder Choice Game on Page 71 of the LWB together.</p>
Learner Workbook	Page 71	Page 71	Page 71
Home activity	Play the Remainder Choice Game on Page 71 of the LWB three times.	Play the Remainder Choice Game on page 71 of the LWB three times.	Play the Remainder Choice Game on page 71 of LWB three time.
Small group learning	Count in small groups.	Count in small groups.	Count in small groups.
Door to door learning	Ask the girl to think of division questions which will/will not have a remainder.	Ask the girl to think of division questions which will/will not have a remainder.	Ask the girl to think of division questions which will/will not have a remainder.

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Literacy/Learning English	Module 2b – Making plans and practising my skills		
Week 9	Unit 8: Don't forget your dreams		
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	<ul style="list-style-type: none"> Understand a factual text and a book review. 	<ul style="list-style-type: none"> Understand a factual text and a book review. 	<ul style="list-style-type: none"> Understand a factual text and a book review.
Shared activity (Session guide pages)	Session Guides, Literacy activity 8.2: Working with a short factual text - SG page 120, LWB page 84. You will need to adapt this activity. Ask the girl to tell you what she can see in the illustration in LWB page 84, and to say what it shows. Ask her to explain what the book is about in her own words, based on what she can understand from the review text and the cover of the book. Help her by explaining/translating any unfamiliar words.	Session Guides, Literacy activity 8.2: Working with a short factual text - SG page 120, LWB page 84. You will need to adapt this activity. Ask the girl to tell you what she can see in the illustration in LWB page 84, and to say what it shows. Ask her to explain what the book is about in her own words, based on what she can understand from the review text and the cover of the book. Give her as much help as she needs by explaining/translating the unfamiliar words.	Session Guides, Literacy activity 8.2: Working with a short factual text - SG page 120, LWB page 84. You will need to adapt this activity. Ask the girl to tell you what she can see in the illustration in LWB page 84, and to say what it shows. Ask her to explain what the book is about in her own words, based on what she can understand from the review text and the cover of the book.
Learner Workbook	Ask the girl to look at the picture on LWB page 79 and describe what she can see. Ask her to guess what the story is about.	Ask the girl to look at the picture on LWB page 79 and describe what she can see. Ask her to guess what the story is about.	Ask the girl to look at the picture on LWB page 79 and describe what she can see. Ask her to guess what the story is about.
Home activity	Do the crossword in LWB Part F. Read the story on LWB page 80 and/or the summary on page 81, and answer the questions in Parts C and D. Do activity H on LWB page 84. Try to work through as much as you can of the units that you didn't use in the sessions.	Do the crossword in LWB Part F. Perhaps read the story summary on LWB page 81, and answer the questions in Part C. Do activity H on LWB page 84 (the cover can have just a few words). Try to work through as much as you can of the units that you didn't use in the sessions.	Do the crossword in LWB Part F. Read the story on LWB page 80 and/or the summary on page 81, and answer the questions in Parts C and D. Do activities H and I on LWB page 84. Try to work through as much as you can of the units that you didn't use in the sessions.
Small group learning	As above, plus start by doing Literacy activity 8.1: The unit story (SG p.114, LWB p.79).	As above, plus start by doing Literacy activity 8.1: The unit story (SG p.114, LWB p.79).	As above, plus start by doing Literacy activity 8.1: The unit story (SG p.114, LWB p.79).

Module 2b learning cards: Telephone learning conversations



Door to door learning	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.
Progress assessment	There is one assessment of learning for Literacy/Learning English: For girls to demonstrate their skills in independent writing, including handwriting, punctuation and content.		

Module 2b learning cards: Telephone learning conversations

Numeracy		Module 2b – Making plans and practising my skills	
Week 10		Unit 5: Don't forget your dreams	
Reminder of previous telephone call	Ask the girl what a remainder is. Ask her to tell you one question with a remainder and one without a remainder.	Ask the girl what a remainder is. Ask her to tell you one question with a remainder and one without a remainder.	Ask the girl what a remainder is. Ask her to tell you one question with a remainder and one without a remainder.
Share learning objective/s	<ul style="list-style-type: none"> Place value with 5- digit numbers 	<ul style="list-style-type: none"> Place value with 4-digit numbers 	<ul style="list-style-type: none"> Place value with 5-digit numbers
Shared activity	<ul style="list-style-type: none"> Count together from 97 to 102 Count together from 296 to 306 Count together from 1997 to 2005 Count together from 3485 to 3500 Turn to page 86 in the LWB. Look at the place value chart at the top of the page. Read the names of the columns together. Ask the girl to follow these instructions: <ul style="list-style-type: none"> Put a 7 in the hundreds column Put a 5 in the ones column Put an 8 in the thousands column Put a 2 in the tens column Put a one in the ten thousand column Ask her to read the number (18 725) Ask: Round this number to the nearest 1000 (19,000). Repeat with the different number.	<ul style="list-style-type: none"> Count together from 97 to 102 Count together from 296 to 306 Count together from 999 to 1004 Turn to page 86 in the LWB. Look at the place value chart at the top of the page. Read the names of the columns together. Ask the girl to follow these instructions: <ul style="list-style-type: none"> Put a 7 in the hundreds column Put a 5 in the ones column Put an 8 in the thousands column Put a 2 in the tens column Ask her to read the number (8725) Ask: Round this number to the nearest 1000 (8 000) Repeat with the different number.	<ul style="list-style-type: none"> Count together from 97 to 102 Count together from 296 to 306 in twos Count together from 1995 to 2005 in 5s Count together from 3485 to 3500 Turn to page 86 in the LWB. Look at the place value chart at the top of the page. Read the names of the columns together. Ask the girl to follow these instructions: <ul style="list-style-type: none"> Put a 7 in the hundreds column Put a 5 in the ones column Put an 8 in the thousands column Put a 2 in the tens column Put a one in the ten thousand column Ask her to read the number (18 725) Ask: Round this number to the nearest 1000 (19,000). Repeat with the different number.
Learner Workbook	Page 86	Page 86	Page 86
Home activity	LWB- all activities on pages 86-89. Write down the telephone number for the phone you are using e.g. 7412988714 Write down three 5-digit numbers within the phone number e.g. 74129 or 12988 or 88714 then put them in order.	Write down the telephone number for the phone you are using e.g. 7412988714 Write down five 4-digit numbers within the phone number e.g. 7412 or 1298 or 8871. Put the five numbers in order.	LWB All activities on pages 86-89. Write down the telephone number for the phone you are using e.g. 7412988714 Write down three 5-digit numbers within the phone number e.g. 74129 or 12988 or 88714 then put them in order.
Small group learning	As above	As above	As above
Door to door learning	As above	As above	As above
Progress assessment	There is one assessment of learning for numeracy: For girls to demonstrate their skills in Number and Number Operations (addition, subtraction, multiplication, division, percentages and decimals).		