

Module 2c learning cards: Telephone learning conversations

Numeracy	Module 2c – My dreams, my future		
Groups	Most girls (all girls) <i>These are middle attaining girls, and maybe the biggest group in a hub</i>	Adaptation of the task for lower attaining girls (some girls) <i>Some girls may need the task to be made simpler or support offered</i>	Extension for higher attaining girls (some girls) <i>Some girls who may be able to move beyond the original task</i>
Week 1	Unit 2: Elephants in the road		
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"> Finding the total of two 5-digit numbers 	<ul style="list-style-type: none"> Finding the total of two 3-digit numbers 	<ul style="list-style-type: none"> Finding the total of two 5-digit numbers
Shared activity	Count together in 1000s from 0 to 11 000 Count backwards in 1000s from 21000 to 12000 Count forwards in hundreds from 1800 00 to 23000 Find the total of pairs of number: <ul style="list-style-type: none"> 12 000 + 13 000 17 000 + 20 000 14 000 + 16 000 21 000 + 3 2000 	Count together in 100s from 0 to 1000. Count backwards in 100s from 800 to 300. Count forwards in 10s from 130 to 210. Find the total of pairs of numbers: <ul style="list-style-type: none"> 300 + 400 200 + 700 100 + 800 600 + 400 	Count together in 1000s from 0 to 11 000. Count backwards in 1000s from 21000 to 12000. Count forwards in hundreds from 18 000 to 23000. Find the total of pairs of number: <ul style="list-style-type: none"> 12 000 + 13 000 17 000 + 21 000 24 000 + 26 000 28 000 + 13 000
Learner Workbook	Pages 20 and 21	Page 20	Page 20
Home activity	Page 20 Activity 1 Missing Numbers Activity 2 Write or draw Page 21 Activity 3 Elephants in Africa	Page 20 Activity 2 Write or draw	Page 20 Activity 1 Missing Numbers Activity 2 Write or draw Page 21 Activity 3 Elephants in Africa
Small group learning	Count round the group. Then as above.	Count round the group. Then as above.	Count round the group. Then as above.
Door to door learning	Make a set of cards with numbers like the ones above. Girls pick two numbers from the pack to add together.	Make a set of cards with numbers like the ones above. Girls pick two numbers from the pack to add together.	Make a set of cards with numbers like the ones above. Girls pick two numbers from the pack to add together.

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Literacy/Learning English	Module 2c – My dreams, my future		
Groups	Most girls (all girls) <i>These are middle attaining girls, and maybe the biggest group in a hub</i>	Adaptation of the task for lower attaining girls (some girls) <i>Some girls may need the task to be made simpler or support offered</i>	Extension for higher attaining girls (some girls) <i>Some girls who may be able to move beyond the original task</i>
Week 2	Unit 1: Let's travel together		
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"> Understand a fictional text and a bus timetable. 	<ul style="list-style-type: none"> Understand a fictional text and a bus timetable. 	<ul style="list-style-type: none"> Understand a fictional text and a bus timetable.
Shared activity (Session guide pages)	Ask the girl to look at LWB page 6, and describe what she can see in the picture. Session Guides, Literacy activity 1.2: Working with a short factual text - Session Guide (SG) page 15, Learner's Workbook (LWB) page 10. You will need to adapt this activity. Ask the girl to tell you what she can see in the table in LWB page 10, and to say what information it gives. Ask her to explain the information in her own words, based on what she can understand from the text. Help her by explaining/translating any unfamiliar words.	Ask the girl to look at LWB page 6, and describe what she can see in the picture. Session Guides, Literacy activity 1.2: Working with a short factual text - Session Guide (SG) page 15, Learner's Workbook (LWB) page 10. You will need to adapt this activity. Ask the girl to tell you what she can see in the table in LWB page 10, and to say what type of information it gives. Ask her to explain the information in her own words, based on what she can understand from the text. Give her as much help as she needs by explaining and/or translating the unfamiliar words.	Ask the girl to look at LWB page 6, and describe what she can see in the picture. Session Guides, Literacy activity 1.2: Working with a short factual text - Session Guide (SG) page 15, Learner's Workbook (LWB) page 10. You will need to adapt this activity. Ask the girl to tell you what she can see in the table in LWB page 10, and to say what information it gives. Ask her to explain the information in her own words, based on what she can understand from the text.
Learner Workbook	Ask the girl to look again at the picture on LWB page 6 and to guess what the story is about. Ask her about her experiences of travelling on a bus (if she has any).	Ask the girl to look again at the picture on LWB page 6 and to guess what the story is about. Ask her about her experiences of travelling on a bus (if she has any).	Ask the girl to look again at the picture on LWB page 6 and to guess what the story is about. Ask her about her experiences of travelling on a bus (if she has any). Encourage her to tell you about this in detail.



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Home activity	Read the story on LWB page 6 and/or the summary on page 8, and answer the questions in Part C. Then complete parts D to G. (Do the Part E drama with a friend or relative.) Look at Unit 3, and try to understand as much of it as you can before the next session.	Try to read the story summary on LWB page 8, and answer the questions in Part C. Then complete some or all of parts D to G. (Do the Part E drama with a friend or relative.) Look at Unit 3, and try to understand as much of it as you can before the next session.	Read the story on LWB page 6 and answer the questions in Part C. Then complete parts D to G. (Do the Part E drama with a friend or relative.) Look at Unit 3, 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 1.1: The unit story (SG p.8, LWB p.6).	As above, plus start by doing Literacy activity 1.1: The unit story (SG p.8, LWB p.6).	As above, plus start by doing Literacy activity 1.1: The unit story (SG p.8, LWB p.6).
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 2c – My dreams, my future		
Week 3	Unit 3: Helping hands		
Reminder of previous telephone call	Talk about the examples the girls have chosen for the 'write and draw' activity.	Talk about the examples the girls have chosen for the 'write and draw' activity.	Talk about the examples the girls have chosen for the 'write and draw' activity..
Share learning objective/s	<ul style="list-style-type: none"> Multiplication of 2-digit numbers by single digits using partitioning into tens and ones. 	<ul style="list-style-type: none"> Multiplication of 2-digit numbers by single digits using partitioning into tens and ones 	<ul style="list-style-type: none"> Multiplication of 2-digit numbers by single digits using partitioning into tens and ones
Shared activity	<p>Count together in 10s from 330 to 410. Count together in 100s from 2800 to 3500 Count together in 1000s from 7000 to 13000. LWB P.28. Read the first advert together and count the words. Each word costs 5 cents find the total cost of the advert. Each word costs 7 cents find the total cost.</p> <p>e.g. 14×5 14×7 $10 \times 5 = 50$ $10 \times 7 = 70$ $4 \times 5 = 20$ $4 \times 7 = 28$ $14 \times 5 = 70$ $14 \times 7 = 98$</p>	<p>Count together in 10s from 330 to 410 Count together in 100s from 800 to 1500 Count backwards from 1700 to 900 LWB P.28. Read the first advert together and count the words. Each word costs 5 cents find the total cost.</p> <p>e.g. 14×5 $10 \times 5 = 50$ $4 \times 5 = 20$ $14 \times 5 = 70$</p>	<p>Count together in 10s from 330 to 410. Count together in 100s from 2800 to 3500 Count together in 1000s from 7000 to 13000. LWB P.28. Read the first advert together and count the words. Each word costs 5 cents find the total cost of the advert. Each word costs 7 cents find the total cost.</p> <p>e.g. 14×5 14×7 $10 \times 5 = 50$ $10 \times 7 = 70$ $4 \times 5 = 20$ $4 \times 7 = 28$ $14 \times 5 = 70$ $14 \times 7 = 98$</p>
Learner Workbook	Pages 27 and 28.	Pages 27 and 28.	Pages 27 and 28.
Home activity	Page 27 Activity 1 Counting in steps Page 28 Choose 3 adverts. Find the cost of the advert if it costs 5 cents per word and 7 cents per word	Page 27 Activity 1 Counting in steps Page 28 Choose 5 adverts. Find the cost of the advert if it costs 5 cents per word	Page 27 Activity 1 Counting in Steps Activity 2 The cost of an advert
Small group learning	Girls work in pairs -one girl finds the cost for 7 cents, one for 5 cents and then check if they agree with each other's answers.	As above	Girls work in pairs -one girl finds the cost for 7 cents, one for 5 cents and then check if they agree with each other's answers.
Door to door learning	As above	As above	As above

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Literacy/Learning English	Module 2c – My dreams, my future		
Week 4	Unit 3: We're really busy at the moment		
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 local business advertisements. 	<ul style="list-style-type: none"> Understand a fictional text and local business advertisements. 	<ul style="list-style-type: none"> Understand a fictional text and local business advertisements.
Shared activity (Session guide pages)	Literacy activity 3.2: Working with a short factual text - SG page 41, LWB page 25/26. You will need to adapt this activity. Ask the girl to tell you what she can see in the box in LWB page 25 and 26. Ask her to explain what service each advertisement is offering. Help her by explaining/translating any unfamiliar words. Do the Part I drama. Take the B role first, then repeat with another advertisement and the girl taking the B role.	Literacy activity 3.2: Working with a short factual text - SG page 41, LWB page 25/26. You will need to adapt this activity. Ask the girl to tell you what she can see in the box in LWB page 25 and 26. Ask her to explain what service each advertisement is offering. Help her by explaining/translating any unfamiliar words. Give her as much help as she needs by explaining and/or translating the unfamiliar words. Do the Part I drama. Take the B role first, then repeat with another advertisement and the girl taking the B role.	Literacy activity 3.2: Working with a short factual text - SG page 41, LWB page 25/26. You will need to adapt this activity. Ask the girl to tell you what she can see in the box in LWB page 25 and 26. Ask her to explain what service each advertisement is offering. Help her by explaining/translating any unfamiliar words. Do the Part I drama. Take the B role first, then repeat with another advertisement and the girl taking the B role.
Learner Workbook	Ask the girl to look at the picture on LWB page 22 and to describe what she can see. Ask her to guess what the story is about. Ask her if she would like to do this type of work, and why/why not.	Ask the girl to look at the picture on LWB page 22 and to describe what she can see. Ask her to guess what the story is about. Ask her if she would like to do this type of work, and why/why not.	Ask the girl to look at the picture on LWB page 22 and to describe what she can see. Ask her to guess what the story is about. Ask her if she would like to do this type of work, and why/why not. Encourage her to give plenty of details about this.
Home activity	Read the story on LWB page 22 and/or the summary on page 24, and answer the questions in Part C. Then do as much of parts D to G as you can. Look at Unit 4, and try to understand as much of it as you can before the next session.	Try to read the story summary on LWB page 24, and answer the questions in Part C. Then complete some or all of parts D to G. Look at Unit 4, and try to understand as much of it as you can before the next session.	Read the story on LWB page 22 and answer the questions in Part C. Then complete parts D to G. 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.36, LWB p.22).	As above, plus start by doing Literacy activity 3.1: The unit story (SG p.36, LWB p.22).	As above, plus start by doing Literacy activity 3.1: The unit story (SG p.36, LWB p.22).
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 2c – My dreams, my future		
Week 5	Unit 5: Candy Cakes		
Reminder of previous telephone call	Ask the girls to tell you the cost of one advert.	Ask the girls to tell you the cost of one advert.	Ask the girls to tell you the cost of one advert.
Share learning objective/s	• Doubling and halving two-digit numbers.	• Doubling and halving two-digit numbers.	• Doubling and halving two-digit numbers.
Shared activity	<p>Say these numbers and ask the girl to tell you double the number. 2,5,7,10,12,20, 25</p> <p>Say these numbers and ask the girl to tell you half of the number. 4,8,12,20,40,80,120</p> <p>Use the partitioning method to find double 32 and double 28.</p> $\begin{array}{ll} 30 \times 2 = 60 & 20 \times 2 = 40 \\ 2 \times 2 = 4 & 2 \times 8 = 16 \\ 60 + 4 = 64 & 40 + 16 = 56 \end{array}$ <p>Use the partitioning method to find half of 48 and half of 36.</p> $\begin{array}{ll} 40 \div 2 = 20 & 30 \div 2 = 15 \\ 8 \div 2 = 4 & 6 \div 2 = 3 \\ 20 + 4 = 24 & 15 + 3 = 18 \end{array}$	<p>Say these numbers and ask the girl to tell you double the number. 2,5,7,10, ,20,40</p> <p>Say these numbers and ask the girl to tell you half of the number. 4,8,12,10, 20,40,80,</p> <p>Use the partitioning method to find double 32 and double 28.</p> $\begin{array}{ll} 30 \times 2 = 60 & 20 \times 2 = 40 \\ 2 \times 2 = 4 & 2 \times 8 = 16 \\ 60 + 4 = 64 & 40 + 16 = 56 \end{array}$ <p>Use the partitioning method to find half of 48 and half of 36.</p> $\begin{array}{ll} 40 \div 2 = 20 & 30 \div 2 = 15 \\ 8 \div 2 = 4 & 6 \div 2 = 3 \\ 20 + 4 = 24 & 15 + 3 = 18 \end{array}$	<p>Say these numbers and ask the girl to tell you double the number. 12,300 ,25 ,45,4 000</p> <p>Say these numbers and ask the girl to tell you half of the number. 80, 120, 240,6000 ,500</p> <p>Use the partitioning method to find double 32, double 28, double 143.</p> $\begin{array}{lll} 30 \times 2 = 60 & 20 \times 2 = 40 & 100 \times 2 = 200 \\ 2 \times 2 = 4 & 2 \times 8 = 16 & 40 \times 2 = 80 \\ 60 + 4 = 64 & 40 + 16 = 56 & 3 \times 2 = 6 \\ 200 + 80 + 6 = 286 & & \end{array}$ <p>Use the partitioning method to find half of 48, half of 36 and half of 182.</p> $\begin{array}{lll} 40 \div 2 = 20 & 30 \div 2 = 15 & 100 \div 2 = 50 \\ 8 \div 2 = 4 & 6 \div 2 = 3 & 80 \div 2 = 40 \\ 20 + 4 = 24 & 15 + 3 = 18 & 2 \div 2 = 1 \\ & & 50 + 40 + 1 = 191 \end{array}$
Learner Workbook	Page 45	Page 45	Page 45 and Page 46
Home activity	LWB Page 45. Activity 1 Doubles machines. Find out the ingredients for something that is cooked at home. Bring the list to your next call.	LWB Page 45. Activity 1 Doubles machines. Find out the ingredients for something that is cooked at home. Bring the list to your next call.	LWB Page 45. Activity 1 Doubles machines. Find out the ingredients for something that is cooked at home. Bring the list to your next call.
Small group learning	As above	As above	As above
Door to door learning	As above	As above	As above

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Literacy/Learning English	Module 2c – My dreams, my future		
Week 6	Unit 4: A new girl in the playground		
Reminder of previous telephone call	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 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 practical information about sports. 	<ul style="list-style-type: none"> Understand a fictional text and practical information about sports. 	<ul style="list-style-type: none"> Understand a fictional text and practical information about sports.
Shared activity (Session guide pages)	Literacy activity 4.2: Working with a short factual text - SG page 53, LWB page 36. You will need to adapt this activity. Ask the girl to tell you what she can see in the diagrams in LWB page 36, and to say a few things she knows about these sports. Ask her to explain the main differences between netball and football, based on what she can understand from the text. Help her by explaining/ translating any unfamiliar words.	Literacy activity 4.2: Working with a short factual text - SG page 53, LWB page 36. You will need to adapt this activity. Ask the girl to tell you what she can see in the diagrams in LWB page 36, and to say a few things she knows about these sports. Ask her to explain the main differences between netball and football, based on what she can understand from the text. Give her as much help as she needs by explaining and/or translating the unfamiliar words.	Literacy activity 4.2: Working with a short factual text - SG page 53, LWB page 36. You will need to adapt this activity. Ask the girl to tell you what she can see in the diagrams in LWB page 36, and to say a few things she knows about these sports. Ask her to explain the main differences between netball and football, based on what she can understand from the text.
Learner Workbook	Ask the girl to look at the picture on LWB page 22 and to describe what she can see. Ask her to guess what the story is about. Ask her to describe her experiences of going to school (if she has any) - you can use the questions below the text to help.	Ask the girl to look at the picture on LWB page 22 and to describe what she can see. Ask her to guess what the story is about. Ask her to describe her experiences of going to school (if she has any) - you can use the questions below the text to help.	Ask the girl to look at the picture on LWB page 22 and to describe what she can see. Ask her to guess what the story is about. Ask her to describe her experiences of going to school (if she has any) - you can use the questions below the text to help. Encourage her to give plenty of details about this.
Home activity	Read the story on LWB page 32 and/or the summary on page 33, and answer the questions in Part C. Then do as much of parts D to G as you can. Look at Unit 6, and try to	Try to read the story on LWB page 32 and/or the summary on page 33, and answer the questions in Part C. Then complete some or all of parts D to G. Look at Unit 6, and try to	Read the story on LWB page 32 and answer the questions in Part C. Then complete parts D to G, I and J. Look at Unit 6, and try to

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	understand as much of it as you can before the next session.	understand as much of it as you can before the next session.	understand as much of it as you can before the next session.
Small group learning	As above, plus start by doing Literacy activity 4.1: The unit story (SG p.47, LWB p.32).	As above, plus start by doing Literacy activity 4.1: The unit story (SG p.47, LWB p.32).	As above, plus start by doing Literacy activity 4.1: The unit story (SG p.47, LWB p.32).
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 2c – My dreams, my future		
Week 7	Unit 5: Candy Cakes		
Reminder of previous telephone call	Ask the girl to choose one easy question and one hard question from the doubles machines activity.	Ask the girl to choose one easy question and one hard question from the doubles machines activity.	Ask the girl to choose one easy question and one hard question from the doubles machines activity.
Share learning objective/s	<ul style="list-style-type: none"> Find 50% and 25% of amounts Doubling 2 and 2 -digit numbers 	<ul style="list-style-type: none"> Find 50% of amounts Doubling 2 and 2 -digit numbers 	<ul style="list-style-type: none"> Find 50%, 25% and 10% of amounts Doubling 2 and 2 -digit numbers
Shared activity	<p>Ask the girl to remind you what fraction is the same as 50% and 25%.</p> <p>Say these amounts and ask the girl to find 50%.</p> <p>20, 30, 28, 120, 250</p> <p>Say these amounts and ask the girl to find 25%</p> <p>20, 120, 28, 84, 36</p> <p>Ask the girl to tell you the ingredients for recipe that she found.</p> <p>Double each of the ingredients in the recipe and then double again (this gives you four times as much). Then multiply each of the ingredients by 10.</p> <p>Share a recipe of your own with girl and ask her to double each of the ingredients and then double again to find four times as much.</p>	<p>Ask the girl to remind you what fraction is the same as 50%</p> <p>Say these amounts and ask the girl to find 50%.</p> <p>20, 100, 120, 24, 48, 30</p> <p>Ask the girl to tell you the ingredients for recipe that she found.</p> <p>Double each of the ingredients in the recipe and then double again.</p> <p>Share a recipe of your own with girl and ask her to double each of the ingredients.</p>	<p>Ask the girl to remind you what fraction is the same as 50% , 25 and 10%.</p> <p>Say these amounts and ask the girl to find 50%.</p> <p>20, 30, 28, 120, 250</p> <p>Say these amounts and ask the girl to find 25%.</p> <p>20, 120, 28, 84, 36</p> <p>Say these amounts and ask the girl to find 10%.</p> <p>30, 300, 80, 120, 640</p> <p>Ask the girl to tell you the ingredients for recipe that she found.</p> <p>Double each of the ingredients in the recipe and then double again. Then multiply each of the ingredients by 10.</p> <p>Share a recipe of your own with girl and ask her to double each of the ingredients and then double again to find four times as much</p>
Learner Workbook	Page 46	Page 46	Page 46
Home activity	LWB Page 46 Activity 2 Candy Cakes. Encourage the girls to do as much as they can.	LWB Page 46. Work out the ingredients for 12 cakes.	LWB Page 46.
Small group learning	Girls can work in pairs out double ingredients for their recipes	Girls can work in pairs out double ingredients for their recipes	Girls can work in pairs out double ingredients for their recipes
Door to door learning	As above	As above	As above

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Literacy/Learning English	Module 2c – My dreams, my future		
Week 8	Unit 6: Asking for advice		
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 a newspaper article with an environmental theme. 	<ul style="list-style-type: none"> Understand a fictional text and a newspaper article with an environmental theme. 	<ul style="list-style-type: none"> Understand a fictional text and a newspaper article with an environmental theme.
Shared activity (Session guide pages)	Literacy activity 6.2: Working with a short factual text - SG page 77, LWB page 53. You will need to adapt this activity. Ask the girl to tell you what she can see in the illustration behind the title 'Money for rubbish' in LWB page 53. Ask her to explain briefly what the article is about, based on what she can understand from the text. Help her by explaining/translating any unfamiliar words. Ask the 'Discussion' questions and the bottom of page 52.	Literacy activity 6.2: Working with a short factual text - SG page 77, LWB page 53. You will need to adapt this activity. Ask the girl to tell you what she can see in the illustration behind the title 'Money for rubbish' in LWB page 53. Ask her to explain briefly what the article is about, based on what she can understand from the text. Give her as much help as she needs by explaining and/or translating the unfamiliar words.	Literacy activity 6.2: Working with a short factual text - SG page 77, LWB page 53. You will need to adapt this activity. Ask the girl to tell you what she can see in the illustration behind the title 'Money for rubbish' in LWB page 53. Ask her to explain briefly what the article is about, based on what she can understand from the text. Ask the 'Discussion' questions and the bottom of page 52, and encourage detailed answers.
Learner Workbook	Ask the girl to look at the picture and story title on LWB page 49 and to describe what she can see. Ask her to guess what the story is about. Ask her if she ever asks for advice, and who she asks.	Ask the girl to look at the picture and story title on LWB page 49 and to describe what she can see. Ask her to guess what the story is about. Ask her if she ever asks for advice, and who she asks.	Ask the girl to look at the picture and story title on LWB page 49 and to describe what she can see. Ask her to guess what the story is about. Ask her if she ever asks for advice, and who she asks. Encourage her to give plenty of details about this.
Home activity	Read the story on LWB page 49 and/or the summary on page 50, and answer the questions in Part C. Then do as much of parts D to G as you can. (If possible, do the Part E	Try to read the story summary on LWB page 50, and answer the questions in Part C. Then complete some or all of parts D to G. (If possible, do the Part E drama with two	Read the story on LWB page 49 and the summary on page 50 if needed, and answer the questions in Part C. Then complete parts D to G. (If possible, do the Part E drama with two

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	drama with two friends/relatives.) Look at Unit 10, and try to understand as much of it as you can before the next session.	friends/relatives.) Look at Unit 10, and try to understand as much of it as you can before the next session.	friends/relatives.) Look at Unit 10, 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.72, LWB p.49) and do the Part E drama (LWB p.52) with groups of three.	As above, plus start by doing Literacy activity 6.1: The unit story (SG p.72, LWB p.49) and do the Part E drama (LWB p.52) with groups of three.	As above, plus start by doing Literacy activity 6.1: The unit story (SG p.72, LWB p.49) and do the Part E drama (LWB p.52) with groups of three.
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 2c – My dreams, my future	
Week 9		Unit 6: Asking for advice	
Reminder of previous telephone call	How did you get on with the Candy Cakes recipes? Did you find the answers easily or were some a bit hard? Which ones?	How did you get on with the Candy Cakes recipes? Did you find the answers easily or were some a bit hard? Which ones?	How did you get on with the Candy Cakes recipes? Did you find the answers easily or were some a bit hard? Which ones?
Share learning objective/s	<ul style="list-style-type: none"> Subtraction of 2-digit numbers 	<ul style="list-style-type: none"> Subtraction of 2-digit numbers 	<ul style="list-style-type: none"> Subtraction of 2-digit numbers
Shared activity	<p>Ask the girl to find the answers to these two questions: $33 - 3$ and $33 - 29$. Ask: Did you use the same method for both? For $33 - 3$ it is easier to count back For $33 - 29$ it is easier to count up because the number are close together. Ask these questions and ask the girl to say 'count back' or 'count up'. $72 - 3$, $69 - 66$, $45 - 20$, $38 - 5$, $120 - 30$ Ask the girls to work out the answers to these two questions: $33 - 9$ and $68 - 19$ Ask: How did you work this out. Explain how to subtract 9 and 119. $33 - 10 = 23$ $68 - 20 = 48$ $23 + 1 = 24$ $48 + 1 = 49$ LWB page 54: Read the information about 'count up', 'count back' and 'round and adjust'. Look at the LWB page 55 together and read through the instructions for Activity 3: Take Away Game.</p>	<p>Ask the girl to find the answers to these two questions: $33 - 3$ and $33 - 29$. Ask: Did you use the same method for both? For $33 - 3$ it is easier to count back For $33 - 29$ it is easier to count up because the number are close together. Ask these questions and ask the girl to say 'count back' or 'count up'. $72 - 3$, $69 - 66$, $45 - 20$, $38 - 5$, $68 - 30$, $74 - 3$ Ask the girls to work out the answers to these two questions: $33 - 9$ and $46 - 9$ Ask: How did you work this out. Explain how to subtract 9 and 119. $33 - 10 = 23$ $46 - 10 = 36$ $23 + 1 = 24$ $36 + 1 = 37$ LWB page 54: Read the information about 'count up', 'count back' and 'round and adjust'. Look at the LWB page 55 together and read through the instructions for Activity 3: Take Away Game.</p>	<p>Ask the girl to find the answers to these two questions: $33 - 3$ and $33 - 29$. Ask: Did you use the same method for both? For $33 - 3$ it is easier to count back For $33 - 29$ it is easier to count up because the number are close together. Ask these questions and ask the girl to say 'count back' or 'count up'. $72 - 3$, $69 - 66$, $45 - 20$, $38 - 5$, $268 - 30$, $174 - 3$ Ask the girls to work out the answers to these two questions: $33 - 9$ and $68 - 19$ Ask: How did you work this out. Explain how to subtract 9 and 119. $33 - 10 = 23$ $68 - 20 = 48$ $23 + 1 = 24$ $48 + 1 = 49$ LWB page 54: Read the information about 'count up', 'count back' and 'round and adjust'. Look at the LWB page 55 together and read through the instructions for Activity 3: Take Away Game.</p>
Learner Workbook	Pages 54 and 55	Pages 54 and 55	Pages 54 and 55
Home activity	Page 55 Activity 2 Take Away Game. Try to play the same every day either on your own or with somebody else.	Page 55 Activity 2 Take Away Game. Try to play the same every day either on your own or with somebody else.	Page 55 Activity 2 Take Away Game. Try to play the same every day either on your own or with somebody else.
Small group learning	As above	As above	As above
Door to door learning	As above	As above	As above
Progress assessment	The End-Progress Assessment (EPA) checks the girls' assessment of numeracy learning across all the Module 2 objectives. More information will be shared in EPA training.		

Module 2c learning cards: Telephone learning conversations

Literacy/Learning English	Module 2c – My dreams, my future		
Week 10	Unit 10: Let's keep in touch		
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 personal messages and development of fictional characters. 	<ul style="list-style-type: none"> Understand personal messages and development of fictional characters. 	<ul style="list-style-type: none"> Understand personal messages and development of fictional characters.
Shared activity (Session guide pages)	Ask the girl to tell you what she can see in the pictures in LWB page 81, and to say what she can remember about the characters. Then do Literacy activity 10.1: The unit story (SG p.118, LWB p.81). You will need to adapt this activity. Help her by explaining/translating any unfamiliar words. End by asking the girl to talk about her future plans, and wish her success with them.	Ask the girl to tell you what she can see in the pictures in LWB page 81, and to say what she can remember about the characters. Then do Literacy activity 10.1: The unit story (SG p.118, LWB p.81). You will need to adapt this activity. Give her as much help as she needs by explaining/translating the unfamiliar words. End by asking the girl to talk about her future plans, and wish her success with them.	Ask the girl to tell you what she can see in the pictures in LWB page 81, and to say what she can remember about the characters. Then do Literacy activity 10.1: The unit story (SG p.118, LWB p.81). You will need to adapt this activity. You will need to adapt this activity. Ask the girl to tell you what she can see in the pictures in LWB page 81, and to say what she can remember about the characters. End by asking the girl to talk about about her future plans (encourage her to going into details about this) and wish her success with them.
Learner Workbook	As above, using the questions in Part C on page 82.	As above, using the questions in Part C on page 82.	As above, using the questions in Part C on page 82. Then do Part D if time allows.
Home activity	Complete LWB Part E (p.82). Complete as much as you can of the LWB units that you did not use in the sessions, including reading the 'simple texts' from LWB p.83 onwards.	Complete as much as you can of the LWB units that you did not use in the sessions, including reading the 'simple texts' from LWB p.83 onwards.	Complete LWB Part E (p.82). Complete as much as you can of the LWB units that you did not use in the sessions, including reading the 'simple texts' from LWB p.83 onwards.
Small group learning	As above, but following the instructions as given in the SG for groups.	As above, but following the instructions as given in the SG for groups.	As above, but following the instructions as given in the SG for groups.
Door to door learning	As for the telephone session instructions, but with more time you may be able to go into more detail.	As for the telephone session instructions, but with more time you may be able to go into more detail.	As for the telephone session instructions, but with more time you may be able to go into more detail.

Module 2c learning cards: Telephone learning conversations



Progress assessment	The End-Progress Assessment (EPA) checks the girls' assessment of learning for literacy/Learning English, across all the Module 2 objectives. More information will be shared in EPA training.
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