The MOPSE-SAGE project is a collaboration with the Ministry of Primary and Secondary Education of the Government of Zimbabwe. This material has been funded by UK aid from the UK government.

© The Open University, September 2020

This content is licensed under a Creative Commons Attribution-ShareAlike 4.0 License [https://creativecommons.org/licenses/by-sa/4.0/](https://creativecommons.org/licenses/by-sa/4.0/)

Any third-party material that is excluded from this licence is outlined in the Acknowledgements.
Module 2b: Making Plans and Practising My Skills

What is this module about and why is it important? ........................................... 1
Reflective practice ......................................................................................... 1
How to use these session guides ................................................................. 1
Modules, units and sessions ......................................................................... 1
Module 2b materials ...................................................................................... 2
Engaging learners 1-2-1, in small groups and as a whole group ............. 2
Principles for telephone-based assessment of learning ......................... 3
Assessing learning for girls with disabilities ............................................. 3
Strengthening learning conversations: principles into practice .......... 4
Planning your sessions ............................................................................... 4
Icebreakers and energisers ......................................................................... 5
Learner’s Self-Study Workbook .................................................................. 5
Resources you need to teach this module .................................................. 6

Assessment Objectives ................................................................................ 7
Literacy/Learning English ........................................................................... 7
Progress Assessment ................................................................................. 7
Numeracy ..................................................................................................... 8
Progress Assessment ................................................................................. 8

Unit 1: A baby goat ...................................................................................... 9
Unit 2: Wash your hands! .......................................................................... 25
Unit 3: Chido Govera’s story .................................................................... 39
Unit 4: What have we got to lose?............................................................. 54
Unit 5: Many hands make light work ....................................................... 68
Unit 6: It’s time for a sight test ................................................................. 81
Unit 7: A school uniform for Rudo ............................................................ 97
Unit 8: Don’t forget your dreams .............................................................. 113
Unit 9: Applying for a training course ...................................................... 126
Unit 10: Vimbai’s Plan B ........................................................................ 140
Appendix A: Icebreakers and energisers .................................................. 149
Appendix B: Literacy/Learning English Progress Assessment Form .... 151
Appendix C: Numeracy Progress Assessment Form .................................. 153
Module 2b: Making plans and practising my skills

What is this module about and why is it important?
As the girls begin Module 2b, the focus is on practising numeracy, literacy and English language skills. Some of the activities will be familiar, as the girls build on learning from Module 2a. Some girls may recognise some of the stories, as they are based on real-life stories that have been shared with the MOPSE-SAGE team. It is important for the girls to ‘see themselves’ in the MOPSE-SAGE materials, so they know the activities have been created to reflect their lives. The MOPSE-SAGE programme is designed to support girls to develop as lifelong learners, which will benefit themselves and their families.

At the end of Module 2a, the girls have the opportunity to demonstrate their new learning through a writing assessment and their confidence in number sense through the numeracy assessment.

New girls may join the programme in Module 2 because they already have Module 1 skills. It is important to welcome the girls and help them feel part of the programme. You might want to include more icebreakers and energisers (Appendix A) to help the girls feel part of your group.

The cross-cutting themes in this module are gender (all units), financial literacy (Units 3, 4 and 7), collaboration (Units 4, 5 and 9), and environmental issues (Units 1 and 4).

Reflective practice
As you plan your sessions, think about what you learned from the last session – both about the girls and your teaching – and ensure you start from this point in your next session. You have learned a lot about the girls in your regular learning conversations and it is important to use this information as you continue supporting the girls with their learning.

Think about which ideas and reflections you want to contribute to the termly Reflective Practice meetings with your hub team.

How to use these session guides
The notes in this guide help you lead the sessions. We recommend you read them carefully before the sessions at least twice, and have them available to check during each session.

Modules, units and sessions
Remember, do not rush through the units, as this will not support the girls’ learning.
Module 2b materials

You will use these session guides together with the Module 2b Learner's Self-Study Workbook. You will need a set of resources, some of which are in the girls' learning kits and some are provided in the Learning Hub. You will also need to provide some resources that you can find in your local community.

Engaging learners 1-2-1, in small groups and as a whole group

Principles

The basic principles of engaging individual learners do not change across the different contexts you may be working in to support girls’ learning. For example, you may be supporting girls through telephone learning conversations, in small groups or 1-2-1.

- Strike up a rapport.
- Start where learners are (see page 4).
- Listen and respond to each girl’s needs.
- Use the unit story.
- Seek other learning opportunities.
- Work at the learner’s pace.

It is important to consider how to engage with every learner’s varying and multiple needs.

- Be prepared for the range of learners and abilities you will encounter: Have a range of ideas and activities prepared, so you can engage learners at all levels.
- Use a mix of individual and group activities: Group-based tasks can promote cooperation between learners, motivation and ongoing support. It is also important that learners have opportunities to receive support from you on developing their individual knowledge and skills.
- Make use of opportunities for collaborative learning: Working in small groups means that students can learn from each other, as well as you.
- Enlist the assistance of more advanced learners to support other girls with more basic tasks: Teaching others helps consolidate learning. Allowing more advanced girls to support others helps them become even more confident in their own knowledge and skills.

Top tips

- Maintain contact records: These assist you in getting to know your learners and their needs.
- Be prepared: If you are organised and have considered the girls’ needs, you will be better placed to support them.
- Do not leave arrangements open ended: Agree dates and times to contact girls and keep to them.
- Think about the time you have: In working in these different ways, you will have less time with the girls than when at the hub. Choose the activities most helpful to the learners in the same way – use your knowledge of the girls and start where the learners are.
Module 2b

**Principles for telephone-based assessment of learning**

Both Progress Assessments for this module can be completed on the telephone.

**Learning English**

Ask the girl to read her sentence(s) aloud in English. She should read the sentence(s) to you once. You can score each girl on her use of simple sentences, inclusion of word classes and the content. After the girl has read the sentence(s) once, ask her to tell you what punctuation she has used and where she has included it in her sentence(s).

**Note:** You will need to wait until you see the girl’s work to score her letter formation and handwriting fluency.

**Note:** If the girl struggles with English reading/writing, then she should complete the task in her home language. If a girl cannot read a sentence because she has not written one, ask her to tell you about a picture she could draw to tell the story. In your next conversation, you can ask her to describe the picture to you.

**Numeracy**

Ask the girls to look at the back of the workbook. There she will find a place value charts, a multiplication grid and a division chart. Remind her she can use these, or any other resources she wishes to answer the questions.

Read the questions one at a time to the girl and ask her to try them. If she can, ask her to describe what she is doing to work out the answer.

**Note:** You might like to note which strategies she struggles with or avoids using.

**Note:** If the girl cannot attempt Part 1 of a problem, ask her to attempt a simpler version to better determine the level at which she is working. For example, for Problem 1 (total and differences) ask her to total two 2-digit numbers. For Problem 2 (multiplying and dividing) ask her to multiply a 2-digit number by 2 or 5 and for Problem 3 (percentages and decimals) ask her to find 50% of smaller number such as 10 or 8.

**Assessing learning for girls with disabilities**

All of the Progress Assessments should be adapted for girls with disabilities. It is important to understand what girls are able to do and how best they can demonstrate their learning. For some girls with disabilities, attending the hub and making friends is a success. The information you collect on the girls’ pages in your Progress Book should collect this information.

For example:

- a girl with a visual impairment can use braille for her Module 2b Literacy/Learning English assessment;
- or the same girl could say aloud her sentences (if completing the assessment on the telephone);
• a girl with a hearing impairment can sign the answers to her numeracy assessment; or the same girl could sign her answers to a family member for sharing (if completing the assessment on the telephone);
• a girl with a learning disability may need more time to complete an assessment, or the learning assistant could write it for her; (or a family member if completing the assessment on the telephone);
• a girl with a physical disability can pair with another girl, who can present the work for both of them.

The most important message is that you should know your girls and know how they can demonstrate all the things they have learned. Ask and involve your hub team.

Strengthening learning conversations: principles into practice
We have included in these session guides some of the resources from the learning conversations training (via WhatsApp) as a reminder of your previous learning. Whether you are supporting girls face-to-face, in small groups, on the phone, or in 1:1 situations, the principles are the same.

Starting where learners are involves:

• understanding girls’ achievements to date and starting by returning to the ‘last successful point of learning’ (LSPL) i.e. the last concept or activity within a module the learner was able to engage with
• being willing to engage girls to develop skills that appeared in earlier units, such as phonics or number recognition
• in each new conversation, seeking to understand what the girl has done with her learning since the last conversation.

Practices

• Listen carefully to what girls are saying about what they can do confidently. Find activities that support their development (these may feature within earlier units). It is important to build on learner confidence to support progress.
• Be aware of the different stages a girl may be at in relation to literacy and numeracy. A girl may be at an advanced stage in a module regarding literacy, while struggling in earlier stages with numeracy. Identify activities and set tasks that are appropriate to development in both areas.
• Refer back to your record of contact and Progress Book to strengthen future learning conversations.
• Review learner progress with other hub volunteers and your NFE Buddies in order to reflect on how best to support individual students.

Planning your sessions
Each MOPSE-SAGE learning session follows a four-part cycle – PLAN, DO, ASSESS, REFLECT.

When planning your sessions, think about the learning objectives and assessment for girls at three different levels. It is useful to do this by planning which activities all girls will complete, which activities some higher achieving girls can complete, and which of the
extended activities a very small number of girls will be able to achieve. We will refer to this as all girls, some girls and some (fewer) girls.

Icebreakers and energisers

MOPSE–SAGE is a participatory approach to teaching and learning, so don’t forget to keep the girls active. There are suggestions for icebreakers and energisers (see Appendix A) to keep the girls motivated. Choose one icebreaker and one energiser for every session – or use your own favourites. Music and dancing are always motivational.

Learner’s Self-Study Workbook

Each girl will have her own copy of the Module 2b Learner’s Self-Study Workbook. You will hand out the workbooks in the first session. The workbook provides the girls with activities to do in the session and at home. The workbooks are for the girls to write in, both in sessions and when they are away from the hub.

Note: We have responded to feedback from hub teams and included more numeracy activities in the Learner’s Self-Study Workbook. You will also notice that there are additional key resources (templates) at the back of the workbook, so the girls always have access to them. These include place-value charts, division chart, multiplication grid and squared paper. Remember to tell girls to use these pages to help with their learning.

Readable stories

At the end of the workbook there are six ‘simple texts’ (simple readable stories). They are intended as a resource for the girls to use as they wish. They do not have to read them in any particular order, and they can read as many or as few as they choose. Remind the girls from time to time about this resource, and encourage them to use it. For example, if the girls finish their independent work quickly, they can read these simple texts with each other or individually.
### Resources you need to teach this module

<table>
<thead>
<tr>
<th>Resource provided in the Hub</th>
<th>Resources to find</th>
<th>Resources to make</th>
</tr>
</thead>
<tbody>
<tr>
<td>String</td>
<td>Counters</td>
<td>Digit cards/1–20 number cards</td>
</tr>
<tr>
<td>Card paper</td>
<td>Ball</td>
<td>Place-value charts</td>
</tr>
<tr>
<td>Manila paper</td>
<td>Clock</td>
<td>Large 0–9 digit cards</td>
</tr>
<tr>
<td>Dice per pair</td>
<td>Sticky notes.</td>
<td>Set of +, -, x, ÷, = and ? cards.</td>
</tr>
<tr>
<td>Pencils/pens.</td>
<td>Cardboard box</td>
<td>Function machine box</td>
</tr>
<tr>
<td>Board/flipchart</td>
<td>Square metre you made from newspaper in Module 2a</td>
<td></td>
</tr>
<tr>
<td>Squared paper for each pair of girls</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment objectives

In Module 2b, the MOPSE-SAGE sessions cover the following assessment objectives. You may be familiar with these as they align to the junior syllabus.

LITERACY/LEARNING ENGLISH

Listening/observing
- Consolidate Module 1 phonics learning
- Respond appropriately to statements and questions; follow a series of instructions
- Write dictated words
- Listen and comprehend various texts

Speaking/signing
- Participate in discussions and conversations on cross-cutting themes
- Express attitudes, feelings, opinions and interests (inc. intonation and non-verbal signals)
- Use appropriate register for social interactions, including conveying messages
- Explain processes or sequences events related to other learning areas
- Dramatise texts read

Reading/signing
- Read aloud and take part in role play with expression
- Read a variety of texts for leisure, including silently and for an audience
- Read to retell a story

Writing/brailling
- Write legibly and neatly
- Write grammatically correct sentences in guided and free compositions
- Write answers to comprehension questions (with wh- question words)
- Use a range of simple and extended punctuation

Comprehension
- Answer comprehension questions and infer meaning from the context
- Express different reading skills, including reading for gist, details, skimming and scanning
- Summarise a given text

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. See Appendix B for the Literacy/Learning English Progress Assessment form.
NUMERACY

In Module 2b, the MOPSE-SAGE sessions cover the following assessment objectives. You may be familiar with these, as they align to the junior syllabus.

As numeracy provides a foundation for mathematical skills to be used in everyday life, this module also focuses on using those skills to develop financial literacy. That is, skills to enable the girls to apply their knowledge in the context of setting up or running a business. Developing and extending number sense and using it in an appropriate context form the basis of the Progress Assessment for this module.

Number

- Numbers to 10 000
- Place value of digits (0,01 to 10 000)
- Number sequences
- Comparison and approximation (10, 100, 1000)
- Estimation (0 to 10 000)
- Decimal numbers (up to two places)
- The connections between fractions, decimals and percentages

Operations

- Addition and subtraction of numbers (up to 10 000)
- Multiplication and division by 10, 100
- Multiplication of two- and three-digit numbers
- Division of three- and four-digit numbers
- Multiplication and division of decimal numbers by 10, 100
- Finding a percentage (10%, 25%, 50%)

Measures

- Time (am, pm, quarter hours, analogue and digital)
- Conversation of time and time units
- Length – estimating, using and converting metres and centimetres
- Using money in context (up to $10 000)
- Profit and loss
- Market research

Relationships

- Data handling – tally system, tables, pie charts

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). See Appendix C for the Numeracy Progress Assessment form.
Unit 1: A baby goat

Girls start this unit learning about the cross-cutting themes of environmental issues. Some girls will be familiar with homestead tasks and know how to look after animals; for other girls this will be very new. Find out from the girls what they know about looking after livestock.

Learning objectives

Literacy/Learning English
- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To read and understand a story in English and write answers to questions about it
- To develop knowledge of the relationships between letters and sounds
- To develop skills in reading and writing single words
- To develop vocabularies in English
- To develop skills in reading and understanding instructions, in this case instructions that combine words and numbers.
- To review using basic fractions (a numeracy task)
- To develop skills in speaking and listening to English
- To develop vocabularies in English

Numeracy
- To count in steps of five forward and back
- To make a tally chart
- To read a tally chart
- To know what market research is and when it can be used
- To make and read tally charts
- To recall multiplication facts for 5 and 3 times table
- To multiply a single digit number by a three-digit number
- To read information from a table

<table>
<thead>
<tr>
<th>Subject and activity number</th>
<th>Activity</th>
<th>Time (mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy 1.1</td>
<td>The unit story</td>
<td>30</td>
</tr>
<tr>
<td>Learning English 1.1</td>
<td>Complete the words</td>
<td>30</td>
</tr>
<tr>
<td>Numeracy 1.1</td>
<td>Switch</td>
<td>5</td>
</tr>
<tr>
<td>Numeracy 1.2</td>
<td>Making and reading tally charts</td>
<td>20</td>
</tr>
<tr>
<td>Numeracy 1.3</td>
<td>Market research</td>
<td>40</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy 1.2</td>
<td>Working with a short factual text</td>
<td>20</td>
</tr>
<tr>
<td>Learning English 1.2</td>
<td>Drama</td>
<td>25</td>
</tr>
<tr>
<td>Numeracy 1.4</td>
<td>Basketball multiplication</td>
<td>10</td>
</tr>
<tr>
<td>Numeracy 1.5</td>
<td>How much milk?</td>
<td>50</td>
</tr>
</tbody>
</table>
Unit 1: Session 1

Literacy activity 1.1: The unit story

30 minutes

Plan
Write the learning objectives and key vocabulary on the board.

Learning objectives
- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions

Some girls will be able:
- To read and understand a story in English and write answers to questions about it

Key vocabulary
goat, kid (baby goat), bottle, milk, disappeared

Do
Point to the learning objectives and tell the girls what they are learning in this activity.

Some of the stories in Module 2b feature the regular characters from 2a and Module 1. This module also introduces a new character – Thandiwe (who has albinism).

The stories give reading comprehension practice for any girls with higher literacy skills in both English and their home language. They also aim to help the girls understand a little more about different options for future work, and ways they could enter that type of work.

Follow the instructions below for the main story in the Learner's Self-Study Workbook for every unit. Refer back to these instructions each time. They are written in full for Units 1 and 2.

Guided work
15 minutes

1. Hand out the Learner's Self-Study Workbooks. Invite the girls to describe what they can see in the picture on page 6.
2. Talk about the picture. Ask them the question(s) about the picture (part A).
3. Remember, the session stories have been designed for community educators to read aloud to the group. Do not ask the girls to read aloud unless they are very confident in reading their home language.
4. Read the summary of the story in the girls' home language(s). Encourage the girls to follow in the text with their fingers as you read. **NOTE:** If the girls speak a language other than Shona, Ndebele or Kalanga, translate the story for them.
5. **After** you have read the story. Ask the girls in their home language to tell you what they have now learned about the characters, what they are doing and why.
6. Read the story aloud in English. Encourage the girls to follow the text as you read with their fingers if they can. Repeat this, so girls have a second chance to understand.
7. What happens in the story. Invite the girls to say things about the story in English. For example, The baby goat's mother disappeared.
8. Read the story again. Again, the girls follow with their fingers if they can. Perhaps some girls who did not feel confident enough to do this at first will want to try now.
9. Perhaps ask the whole group to read some sentences from the story all together, following your example.
10. Read through the questions. Turn to part C, page 8, and invite volunteers to tell you the answers.

**Independent work**

**10 minutes**

1. **Working in pairs.** The girls work in pairs to answer the questions in the Learner's Self-Study Workbook. They can write the answers in their home language or English.
2. **Support girls.** Work with girls who find writing difficult and ask them to tell you the answers in their home language or English.

**Extension activity**

For girls who find reading and writing easy, ask them to work in pairs. The girls answer the word meaning exercise (part D). They can speak in their home language or English.

**Assess**

**5 minutes**

Choose six different girls to tell you the answers in their home language or English. They must say why/how they know it is the correct answer by referring back to the text. Record in your **Progress Book** the girls’ achievement.

**Answers for Unit 1: C:** 1 She is Vimbaí’s new friend. 2 Its mother disappeared. 3 Milk from another of their goats. 4 She kissed it. 5 Rudo shouldn’t kiss the goat because it isn’t clean. **D:** 1 kid, 2 feed, 3 disappeared

**Reflect**

Although it isn’t a long time since they did Module 2a, a few of the girls had forgotten about Vimbaí and Rudo. Before I read the story, I asked questions to help them remember. How are Vimbaí and Rudo related? (They are sisters.) Who is older? (Vimbaí).
NOTE

The story introduces a character with albinism. You may want to have discussion with the group about this disability.

People with albinism do not have any colouring in their skin or in their irises (the coloured part of the eye). This means that their skin is easily damaged by the sun, and they tend to have problems with their eyesight. There are other beliefs about this disability which are misunderstandings and superstitions.

Learning English activity 1.1: Complete the words

30 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop knowledge of the relationships between letters and sounds
- To develop skills in reading and writing single words
- To develop vocabularies in English

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

Part 1

10 minutes

1. The girls open their workbooks at page 9 part E. Read the first definition, and ask for suggestions (ice). Remind the girls how the final e changes the sound of the i.
2. Working in pairs, the girls try to find the other words. They don’t write anything yet.
3. When they have done this, read each definition and invite pairs to share their answers. Answers: E: 1 ice, 2 safe, 3 page, 4 bike, 5 ruler, 6 home, 7 phone, 8 white.
   Practise saying the words together.
4. Draw their attention to sounds of c and g in those words – they are not the most common sounds for those letters.

Independent work

20 minutes

The girls work in pairs again. They try to think of as many words as possible to write on the lines. After about ten minutes, invite them to share their ideas. For each new word that is said, check understanding of the meaning. Give a demonstration, explanation or translation
if necessary. Encourage them to add words that come from other pairs. They can continue this in the back of their workbooks if necessary.

A selection of possible words:
nice, face, place, price, race
deed, wife, knife
ance, stage, cage, huge
ake, make, snake, like, rake, poke, spoke, woke, stroke
defemale, male, pale, sale, tale, whale, while, pile, smile, stole
home, same, game, came, name, tame, time, crime
ine, shine, line, mine, alone, stone, tune
ote, date, gate, hate, late, plate, write, wrote

Assess
Before the session, choose six girls to focus on. Record which key words in English these girls already knew, and which were new to them. Record this information in your Progress Book.

Reflect

I’m sometimes surprised which words girls already know and which are new to them. Sometimes a girl uses an uncommon word, while some of the more common words seem to be new to her.

I’ve noticed how sometimes a girl knows that a word exists, but doesn’t actually know the meaning of the word. That’s why it’s important to check everybody knows the meaning, and to teach the meaning if they don’t.

Numeracy activity 1.1: Switch

5 minutes

Plan
Write the learning objective on the board.

Learning objective

• To count in steps of five forward and back

You will need:

✓ something to throw and catch (a ball or similar).
Module 2b

Do
Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

5 minutes

1. Ask the girls to stand in a circle.
2. Throw the ball around the circle in turn, counting together in fives.
3. Explain that each time you call ‘switch’ the count goes backwards, so if the girl with the ball says ‘25’ and you call ‘switch’, the next girl has to say ‘20’.
4. After every girl has been involved, stop and explain the ball can now be thrown to anyone. This makes sure everyone keeps awake!

Assess
Notice the girls who struggle to count in fives. The next activity on tally charts will allow them to practise this skill.

Reflect

I love this game, we can play it really fast now!

Numeracy activity 1.2: Making and reading tally charts

20 minutes

Plan
Write the learning objectives on the board.

Learning objective

- To make a tally chart
- To read a tally chart

Key vocabulary

tally chart
**Module 2b**

**Do**

Point to the learning objectives and tell the girls what they are learning in this activity.

**Guided work**

10 minutes

1. Remind the girls that tally charts are used to record information (data), especially when collected over time. For example, counting the different kinds of transport that go through the village in a day. Tally marks are grouped into fives to make them easier to count.
2. Divide the girls into two teams (A and B). Write A and B on the board. This works well if working with larger or smaller groups.
3. Draw a line on the ground with one girl from standing behind the line. On ‘go’, they should jump as far as they can.
4. The girl who jumps further wins. Mark this as the first point on the tally chart (I) on the board.
5. Continue until one team has five points. Show the girls how to mark the fifth point. 
6. Continue until one team has ten points. Ask how the tenth point should be marked.

**Independent work**

10 minutes

1. Ask the girls to turn to page 11 in their workbooks. Explain that this chart shows how many girls like to eat different fruit in the hub.
2. In groups of four/five, the girls should find how many liked each fruit.
3. After five minutes, discuss the answers together.
4. Ask the girls if they can think of situations where it would be useful to use a tally chart. Discuss their suggestions.

**Assess**

Make a note of any girls who are not able to count in fives so you can give them extra support next session. Also notice if any girls are struggling to count the extra marks after counting in fives – it can be hard for some to count on from a bigger number. Playing ‘Switch’ when there is time in a session will help these girls.
Reflect

I took it for granted that all the girls could read and make a tally chart. I hadn’t thought about all the skills that are needed, like counting in fives, counting on from any number, knowing that you do four strikes then cross the fifth one through... So many things!

Numeracy activity 1.3: Market research

40 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To know what market research is and when it can be used
- To make and read tally charts

Key vocabulary

market research, gap in the market, tally chart

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

15 minutes

1. **Think, pair, share.** Ask the girls to think about a business they would like to start in their village. After a minute, ask them to talk to their partner about it. Then ask two pairs to share their ideas.

2. Remind the girls about profit and loss from Module 2a. A business might make a loss if people do not want to buy what they are selling, or if someone else is already selling it. Finding this out is called market research.

3. Say that Nomathemba wants to start a business raising goats. She finds out that goat milk has many health benefits and thinks this is a ‘gap in the market’ (this means no one else in the area is doing it). But she needs to know if people will buy the milk.
Independent work

25 minutes

1. Put the girls into groups of four/five and ask them to look at the tally chart on page 12 of the workbook.
2. Read the questions above the chart on page 11 together. *(Write how many people said ‘yes’ and ‘no’ to the questions. Should she sell milk and cheese?)*
3. Make sure all the girls understand, then ask them to write the answers to question 1 in their workbooks and to discuss their answers to question 2 as a group.
4. Read through the question under the chart together. *(Do you have an idea for a business? Write some questions to ask in your market research)*
5. Ask the girls to discuss these questions and write their ideas in their workbooks.
6. Ask the groups to share their business ideas and market research questions.

Assess

Listen to the girls as they talk – this will tell you much about their understanding. Also look out for girls who are still finding it hard to read information on a tally chart. They may need extra help counting in fives.

Reflect

*I always wanted to own a kiosk because it looks like really good fun. But there are already two kiosks in my village – I don’t think I would make any money! I need to think of something else that no one else does.*
Unit 1: Session 2

Literacy activity 1.2: Working with a short factual text

20 minutes

Plan
Write the learning objectives on the board.

Learning objectives

- To develop skills in reading and understanding instructions, in this case instructions that combine words and numbers.
- To review using basic fractions (a numeracy task)

Do
Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. Ask the girls to look again at the unit story on page 6 in their workbooks. Ask them to summarise the story in one or two sentences. For example: *Vimbai and Rudo are looking after a baby goat*. Ideally, the pairs will compose the sentence(s) in English, and then write it down. (They can do this at the back of their workbooks.) If they cannot do this, then they can just remember the sentence, and/or use their home language.
2. Invite some pairs to share their summaries with the group.
3. Turn to Part F. Read through the activity while the girls follow the text on the page. Use the illustrations to check or teach the meanings of *bottle, teat, rubber glove and finger*.

Independent work

10 minutes

Read the questions aloud, but don’t ask for answers yet. Check understanding of *types* (translate if necessary). Working in pairs, the girls answer the questions. When they have finished, invite pairs to share their answers with the group.

Assess

Try to remember girls’ levels of literacy before the break. If any girls seem to be struggling more than they were, then they may have ‘gone backwards’ during the break, and may need help to catch up again. Record this in your Progress Book.
I asked the group if anybody had experience of looking after a baby goat in this way. The family of one girl had done this quite recently, and she shared her experiences with the rest of the group.

Learning English activity 1.2: Drama

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in speaking and listening to English
- To develop vocabularies in English

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

10 minutes

Turn to Part G. Read through the instructions with the group. Invite suggestions for things that the characters could say.

Independent work

15 minutes

1. In pairs, the girls plan and act a conversation, following the instructions. Visit the pairs while they do this, and offer help and encouragement to anybody who needs it.
2. If time allows, invite one of the most successful pairs to perform their conversation for the group.
3. For ideas about using drama activities, please refer to page 3 in the Module 2a Session Guides.
Assess

Notice who seems able to speak English with confidence, and who finds it more difficult. This will help you to know each girl’s current level of skill. You can also compare their current level of skill with the results of the Module 2a Literacy/Learning English Progress Assessment (see page 148 in Module 2a). Record this information in your Progress Book. This is helpful for avoiding speaking to girls in a way that is too difficult for them to understand.

Reflect

Some of the girls were a little shy and hesitant about doing the drama activity. These drama activities are a regular feature of this module, so I’ll be patient. With more practice, I’m sure they will become more relaxed and confident.

Learner’s Self-Study Workbook

5 minutes

1. At the end of this and every other unit, give the girls the preparation and help they will need to complete the self-study pages at home. These pages help them to prepare for the next session. So, at the end of Unit 1, ask them to look at the workbook pages for Unit 2. At the end of Unit 2, ask them to look at the pages for Unit 3, and so on.

2. Ask the girls to read the Unit 2 story and answer the questions about the text at home if they can. In the next session, it may be that the girls with higher levels of skill who have already answered the questions can help the others.

3. Invite them to write versions of their conversations in Part G. This can be a good opportunity for girls at higher levels to challenge themselves, but it may be difficult for other girls. Encourage those girls at least to attempt to do it, even if they do not write very much.

Note: Writing activities like this will form part of the Module 2b Progress Assessment (Appendix B). Explain this to the girls now. It may help motivate them with doing the at-home writing activities.
These writing activities are a regular feature in this module, and feature in the Progress Assessment. If there are any girls who are not doing the writing activities, then I will strongly encourage them to try at least.

I will check regularly to see who is doing them, and how well they are doing them. I will read the compositions, and give praise. I will help girls who have attempted to do it, but are having problems.
Module 2b

Unit 1: Session 2

Numeracy activity 1.4: Basketball multiplication

10 minutes

Plan

Write the learning objective on the board.

Learning objective

- To recall multiplication facts for 5 and 3 times tables

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

5 minutes

This is a new game to practice multiplication facts.

1. Say you are going to pretend to be passing a basketball around the room to help remember 5 and 3 times table facts. (If you are working with a large group, divide girls into smaller groups of up to 10).
2. Write the table facts on the board so everyone can see (for both up to 10).
3. One girl starts by saying, ‘1 x 5 = 5’, then ‘passes the ball’ by saying the name of another girl.
4. That girl says, ‘2 x 5 = 10’ – OR if she cannot answer she can ‘pass the ball’ on to another girl. That girl has to say the next table fact or pass it on again.
5. Repeat with 3 times table facts.
6. If there is time, see if the girls can play without the facts being written on the board.

Numeracy activity 1.5: How much milk?

50 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To multiply a single digit number by a three-digit number
- To read information from a table

You will need:

✓ place-value counters.
Module 2b

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

25 minutes

1. Explain that Vimba’s baby goat has to have the right amount of milk to be healthy, and the girls are going to work out how much this is.
2. Look together at the table on page 12 of the workbook.
3. Tell the girls you want to know how much milk the baby goat will drink each day between days 2 and 10. But explain you do not want them to answer the question yet. Instead, you want to know how they will find the answer. Ask them to discuss this in pairs briefly.
4. As a whole group, discuss where to find the information needed (row 1 of the table). Discuss the best way to find the answer.
5. The girls could either add $170 + 170 + 170 + 170 + 170$ or multiply $170$ by $5$. Talk through the picture of the grid method for multiplying (page 13). Use place-value counters to make sure the girls understand the size of the numbers being multiplied in each column:

<table>
<thead>
<tr>
<th></th>
<th>100</th>
<th>70</th>
<th>0</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>500</td>
<td>350</td>
<td>0</td>
<td>850</td>
</tr>
</tbody>
</table>
Independent work

25 minutes

1. Ask the girls to work in pairs to answer the questions in the workbook, using a multiplication grid.
2. Ask some of the girls to explain how they got the answers, and check everyone agrees. If not, explore why not.

Assess

Some girls may need support with multiplying bigger numbers. If you notice this, group these girls together and work through the questions with them using place-value counters. When the girls share their answers, listen as they explain their thinking. Are they memorising a way of doing things or really understanding the method?

Reflect

I was surprised that five lots of seventy would be three hundred and fifty – I thought it would be much less. The grid method really helped me understand why the number is so big.
Unit 2: Wash your hands!

In the last unit, the girls learned about the importance of cleanliness in looking after livestock. This unit stresses the importance of personal hygiene, which is so important for keeping the girls and their families safe and healthy.

Learning objectives

Literacy/Learning English

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions
- To read and understand a story in English and write answers to questions about it
- To develop skills in reading, understanding and writing words
- To review the relationship between letters and sounds
- To develop skills in reading and listening to English
- To develop skills in understanding health information
- To develop skills in creating short factual texts
- To write a short text with sentences and pictures

Numeracy

- To look for patterns in sequences of numbers
- To order three-digit numbers
- To find percentages of amounts
- To make tally charts
- To read pie charts

<table>
<thead>
<tr>
<th>Subject and activity number</th>
<th>Activity</th>
<th>Time (mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy 2.1</td>
<td>The unit story</td>
<td>30</td>
</tr>
<tr>
<td>Learning English 2.1</td>
<td>Find and write the words</td>
<td>25</td>
</tr>
<tr>
<td>Numeracy 2.1</td>
<td>Patterns in number sequences</td>
<td>60</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning English 2.2</td>
<td>Working with a short factual text</td>
<td>25</td>
</tr>
<tr>
<td>Literacy 2.2</td>
<td>Making a poster</td>
<td>40</td>
</tr>
<tr>
<td>Numeracy 2.2</td>
<td>Visiting the medical centre</td>
<td>15</td>
</tr>
<tr>
<td>Numeracy 2.3</td>
<td>Who visits the medical centre?</td>
<td>25</td>
</tr>
</tbody>
</table>
Unit 2: Session 1

Literacy activity 2.1: The unit story

30 minutes

Plan
Write the learning objectives and key vocabulary on the board.

Learning objectives

- To develop skills in understanding a story, including reading and listening
- To be able to respond to a story and answer questions

Some girls will be able:

- To read and understand a story in English and write answers to questions about it

Key vocabulary
wash your hands, look terrible, be sick, clinic, nurse, (take somebody’s) temperature, thermometer, fresh (food), soap, look after

Do
Point to the learning objectives and tell the girls what they are learning in this activity.

Follow the instructions below for the main story in the Learner’s Self-Study Workbook for every unit. Refer back to these instructions each time. They are written in full for Units 1 and 2.

Guided work

15 minutes

1. Turn to the unit story. Invite the girls to describe what they can see in the picture on page 14.
2. Talk about the picture. Ask them the questions about the picture (part A).
3. Remember, the session stories have been designed for community educators to read aloud to the group. Do not ask the girls to read aloud unless they are very confident in reading their home language.
4. Read the version of the story in the girls’ home language(s). Encourage the girls to follow in the text with their fingers as you read. NOTE: If the girls speak a language other than Shona, Ndebele or Kalanga, translate the story for them.
5. After you have read the story. Ask the girls in their home language to tell you what they have now learned about Rudo.
6. Read the story aloud in English. Encourage the girls to follow the text as you read with their fingers if they can.
7. What happens in the story. Invite the girls to say things about the story in English. For example, The nurse took Rudo’s temperature.
8. **Read the story again.** Again, the girls follow with their fingers if they can. Perhaps some girls who did not feel confident enough to do this at first will want to try now.
9. Perhaps ask the whole group to read some sentences from the story all together, following your example.
10. **Read through the questions.** Turn to part C, page 17 and invite volunteers to tell you the answers. Do this activity as a group. Girls will write down the answers in their Independent work.

**Independent work**

**10 minutes**

1. **Working in pairs.** The girls work in pairs to answer the questions in the Learner’s Self-Study Workbook. They can write the answers in their home language or English.
2. **Support girls.** Work with girls who find writing difficult and ask them to tell you the answers in their home language or English.

**Extension activity**

For girls who find reading and writing easy, ask them to work in pairs. The girls answer the word meaning exercise (part D). They can speak in their home language or English.

**Assess**

**5 minutes**

Choose six different girls to tell you the answers in their home language or English. They must say why/how they know it is the correct answer by referring back to the text. Record in your Progress Book the girls’ achievement.

**Answers for Unit 2: C**

1. Rudo is feeling ill, 2. Vimbai and Thandiwe, 3. Thandiwe will lend her the money, 4. No. 5. She didn’t wash her hands after touching the baby goat, 6. rest and drink plenty of water, 7. That she might work in a clinic in the future; **D**

- temperature / thermometer, 2. sick / shaking, 3. nurse / soap

**Reflect**

“I can compare my new records with the records I kept for Module 2a. This will help me to know which girls are making fast progress, and which girls need more help from me.”
Learning English activity 2.1: Find and write the words

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in reading, understanding and writing words
- To review the relationship between letters and sounds

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

10 minutes

Ask the girls to turn to page 17, part E, in the workbooks. Read through the first instruction with the group. The girls then complete the task in pairs. When they have finished, invite pairs to share their answers with the group. Check their understanding of the meaning of each word. Teach any unfamiliar meanings with a demonstration, explanation or translation.

Answers: E look, three, pay, her, eaten, wash, soap, back

Independent work

15 minutes

Read through the second instruction. Still in their pairs, the girls find the sentence in the story and read it aloud together. They should discuss the meaning of the word (the words are all quite common). Then they copy the word.

Assess

In the Independent work, the girls work in pairs on a task that they could do alone. Working together allows the girls to learn from each other, and this can be more memorable and motivating than working alone. Notice who works well together. If some girls are not working well together, why is that? It may be that those two would work better with somebody else next time. Record your observations in your Progress book.
Reflect

In my experience, there are many reasons why two girls might not work well together in pair work, including social reasons. Relationships between teenage girls can change very quickly, and it can be difficult to keep track of who is getting on well with who.

In each session, I change the pair work combinations so that everybody is working with somebody different to last time. That way, nobody gets stuck for a long time in a pair work combination that doesn’t work very well.

Numeracy activity 2.1: Patterns in number sequences

60 minutes

Plan

Write the learning objective on the board.

Learning objectives

- To look for patterns in sequences of numbers

Key vocabulary

multiple (multiples of 3 are 3, 6, 8, 12, 15, 18)

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

45 minutes

Play each game for about 10 minutes then spend 5 minutes answering the questions in the workbook (so 15 minutes in total on each game). The aim is to have girls practise counting in different amounts.

Clap

The girls played this game in Module 1a.

1. Explain to the girls that they will be working together to count as high as they can.
2. The girls sit in a large circle. One girl starts by saying ‘one’. The girl on her right says ‘two’ and so it continues. However, for any number that has a 3 or a 7 in it, the girl claps rather than saying the number (3, 7, 13, 17, 23, 27 etc.).
3. If a girl mistakenly says a 3 or 7 as a number, the count has to start again from one.
4. After a few rounds, ask them to look at the sequence in the workbook on page 20.
   Ask the girls to replace the ‘clap’ with the missing number.

**Fizz, buzz!**

The girls first played this game in Module 1b.

1. The girls stand or sit in a circle and count in ones.
2. Each time they get to a number that is a multiple of five (5, 10, 15, 20 ...), they say ‘fizz’ instead. Practise counting round the circle and back this way.
3. Next add ‘buzz’. The girls have to say ‘buzz’ instead of any multiple of seven (7, 14, 21 ...).
4. They are now saying both fizz for fives and buzz for sevens.
5. After a few rounds, ask them to look at the sequence in the workbook. Ask the girls to replace the ‘fizz’ and ‘buzz’ with the missing numbers.

**Stand Up, Sit Down**

This is a new game.

1. Put the girls into groups of six/seven, sitting in a circle.
2. Give each girl a number starting from 2 (2, 3, 4 ...)
3. Count out loud together. When you get to a multiple of their number, the girl must stand up. For example, if her number is 2, she stands up for 2, 4, 6, 8 ... and so on. If her number is 3, she stands up for 3, 6, 9, 12 ... and so on. Some questions to ask:
   - When you get to 4, ask: Why are two people standing up?
   - At 6, ask: When is the next time that 2 and 3 will both stand up?
   - At 7, ask: When is the next time that nobody will stand up?
   - At 12, ask: When is the next time that 2, 3, 4 and 6 will all stand up?
   - At 20, ask: How many people are standing up? Why?

4. Look at the sequences in the workbook for counting in 3s and 4s. Work in pairs to decide the missing numbers. Does everyone agree?

**Independent work**

Ask the girls to work in pairs on questions 5, 6 and 7. The girls should answer each question individually and then compare answers with a partner. If they are different, they should explain why they chose the number and decide who is right. Try to give them time to work out the correct answer themselves. Only give help after you have heard their discussion.

**Assess**

Look out for girls who are discussing two different answers. Listen to their reasons. What do you find out about what they understand?
Practising counting out loud really helped me with the missing numbers questions. I can practise counting forwards and backwards when I am walking to the hub and when I am doing my chores.
Unit 2: Session 2

Learning English activity 2.2: Working with a short factual text

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in reading and listening to English
- To develop skills in understanding health information

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. Turn to part F on page 18. Read through the first poster with the group. Check they understand each point. Ask for their ideas about what bad things can happen if you don’t wash your hands in these situations.
2. Repeat the process with the second poster. Check they understand each point. Ask for their ideas about other ways to avoid getting bitten by mosquitoes. (Make sure doors and windows are tightly closed at night, use insect repellent if it is available.)

Independent work

15 minutes

Read through the instructions for the drama activity, and check everybody understands. The girls then do the drama in pairs. Visit them while they do this. Give help and assistance to anybody who needs it.

Assess

As you visit the pairs, you will notice the girls’ level of skill in reading aloud. This can help you to judge their overall level of literacy too.
Reflect

The two posters give serious health advice. I decided to spend a few minutes discussing them with the group, just to make sure they really understood the importance of washing their hands and avoiding getting bitten by mosquitoes. Understanding these things could save their lives!

Literacy activity 2.2: Making a poster

40 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in creating short factual texts
- To write a short text with sentences and pictures

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

10 minutes

Turn to part G. Read through the instructions with the group. Invite ideas for six stages of washing your hands properly with soap. The ideas you are looking for are:

1. Put water on your hands.
2. Move soap in your hands to create lather. (The word 'lather' may be new to the girls.)
3. Rub the lather all over your hands.
4. Clean between your fingers.
5. Clean all around your finger nails.
6. Rinse off the soap.

You may wish to write the key words on the board/flipchart as a reminder: water / soap / rub / between fingers / nails rinse. Or you may prefer to write the whole sentences, depending on the girls’ level of skill in English.
Independent work

30 minutes

1. Working in pairs, the girls create their own posters. They can share ideas for the text, but they each write and draw their own poster.
2. Visit the pairs, and help anybody who is struggling.
3. When the girls have finished, they compare their posters with others.

Assess

Before the session, choose four girls to focus on. Observe these girls in the session and note down how easy or difficult they found the writing part of the activity. After the session, look at their writing and make comments in your Progress Book. You will need to help those who found it difficult during Independent work in the next writing session. Talk with the learning assistant about how she can provide support too.

Reflect

Today I learnt some English words, and I practised reading and writing. I also learned some useful things about staying healthy.

Learner’s Self-Study Workbook

5 minutes

1. Ask the girls to read the Unit 3 story and answer the questions about the text at home if they can.
2. Invite them to do the writing activity in part H (page 19). This can be a good opportunity for girls at higher levels to challenge themselves, but it may be difficult for other girls. Encourage those girls to at least attempt it, even if they do not write very much.
I think the girls benefited from the health advice in this unit. Even if they knew the information already, it was good for them to have a reminder.

**Numeracy activity 2.2: Visiting the medical centre**

15 minutes

**Plan**

Write the learning objective on the board.

**Learning objective**

- To order three-digit numbers

**Key vocabulary**

percentage, tally chart

**Do**

Point to the learning objective and tell the girls what they are learning in this activity.

**Guided work**

15 minutes

1. Tell the girls that the manager of the medical centre is writing a report about visitors to the centre. The manager asked each person who comes to the centre to write down how far they have travelled. On 1st June, 20 people visited the medical centre. Personal information is private, so names of patients are not listed.
2. Ask the girls to turn to page 22 in the workbook and look at the table showing the distance patients have travelled to the medical centre. Ask the girls to read the numbers out loud to their partner.
3. Ask the girls to ‘think, pair, share’ a patient who may have:
   - walked to the medical centre
   - ridden a bike to the medical centre
   - taken a bus to the medical centre
   - driven a car to the medical centre.
1. Ask the girls to ‘think, pair, share’ the following questions.
   - What is the greatest distance travelled?
   - What is the smallest distance travelled?
   - How many patients travelled more than 100 km?
   - How many patients travelled less than 50 km?

2. Ask the girls to ‘think, pair, share’: What can you remember about percentages?
3. Ask the girls to try and write down three things they can remember.
4. Show the girls the ‘Percentages Reminder’ on page 24. Use this to remind them that 50% is equivalent to ½ and 25% is equivalent to ¼.

**Independent work**

20 minutes

The girls carry out the activities on page 23 of the workbook:

1. First, they order the distances from greatest to smallest and write them in the space.
2. Next, they make a tally chart to show the number of patients in each category.
   Remind the girls to check that the total of their tally marks is 20.
3. Finally, they work in pairs to decide if the three statements are true or false.
   Answers: False, True, False

**Assess**

There are three things to look out for when you are observing the girls at work.

- Can the girls order three-digit numbers?
- Do the girls remember how to create a tally chart?
- Can the girls find 50% and 25% of percentages of 20?

Choose three pairs of girls where you are not sure if they understand these ideas. Listen to their discussion. Make a note of what you found out.

**Reflect**

Most of the girls could read the three-digit numbers and order them. They are beginning to connect fractions and percentages, but this needs more practice. I will start each session with a couple of percentage questions each day.
Numeracy activity 2.3: Who visits the medical centre?

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To find percentages of amounts
- To make tally charts
- To read pie charts

Key vocabulary

percentage

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

15 minutes

1. The manager of the medical centre also reported whether the people who visited the centre were women, men, girls or boys. Different numbers of people come each week, so the manager showed the information as percentages to make it easier to compare.

2. Turn to page 24 in the workbook and look at the table that shows the percentage of men, women, boys and girls who visited in the week beginning 1st June and 8th June.

3. Work with the girls to answer the questions:

   - How many people visited the medical centre in the week beginning 1st June? (50)
   - How many boys came to the medical centre? (50% or ½ of 50)
   - How many girls came to the medical centre? (10% or 1/10 of 50. – Remind the girls to look at the picture above the table to help them – 10% = 1/10)
   - How many men came to the medical centre? (20% of 50. Encourage the girls to notice that 20% is double 10%.)

4. The manager drew pie charts to show the information more clearly. Ask the girls to work in pairs to decide which chart shows 1st June. Give them time to discuss. Once the chart is agreed, they can write the correct date on it.
Module 2b

Independent work

10 minutes

Ask the girls to work in pairs to answer the questions about 8th June:

- How many people came to medical centre in the week beginning 8th June? (40)
- How many girls came to the medical centre? (25% of 40)
- How many women came to the medical centre? (20% of 40)

Assess

Choose a small group of girls who you think may not understand percentages. Use the diagram in the workbook to explain that 50% = ½ and 25% = ¼.

Reflect

I understand that the things that we learn in numeracy are used to write reports and share information.
Unit 3: Chido Govera’s story

It is important to be sensitive to the experiences of the girls in your hub. The story in this unit introduces Chido, a new character, and her brother, who are both orphans. Chido’s story may be familiar to some girls and it will be important to give them the opportunity to speak to a hub volunteer if they need to.

Learning objectives

Literacy/Learning English
- To listen to and understand a story in the home language
- To respond to questions about the text
- To read and understand a story in English and write answers to questions about it
- To develop knowledge of the relationships between letters and sounds
- To develop vocabularies in English
- To develop skills in reading, understanding and creating short factual texts
- To share factual information learned from reading a text
- To develop skills in speaking and listening to English
- To develop grammar knowledge and vocabularies in English

Numeracy
- To revise multiplying and dividing numbers by 10 and 100
- To notice patterns in the number system
- To find the difference between two three-digit numbers
- To know whether to add or subtract to find the answer
- To add and subtract small numbers quickly
- To add and subtract three- and four-digit numbers
- To find 10% of amounts
- To understand the importance of investing in a business

<table>
<thead>
<tr>
<th>Subject and activity number</th>
<th>Activity</th>
<th>Time (mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy 3.1</td>
<td>The unit story</td>
<td>30</td>
</tr>
<tr>
<td>Learning English 3.1:</td>
<td>Letters and sounds crossword</td>
<td>25</td>
</tr>
<tr>
<td>Numeracy 3.1:</td>
<td>Patterns in multiplying and dividing by 10 and 100</td>
<td>30</td>
</tr>
<tr>
<td>Numeracy 3.2</td>
<td>How much more milk?</td>
<td>30</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy 3.2</td>
<td>Working with a short factual text</td>
<td>20</td>
</tr>
<tr>
<td>Learning English 3.2:</td>
<td>Drama</td>
<td>20</td>
</tr>
<tr>
<td>Numeracy 3.3</td>
<td>Quick addition</td>
<td>10</td>
</tr>
<tr>
<td>Numeracy 3.4</td>
<td>Budgeting to grow – having a business plan</td>
<td>50</td>
</tr>
</tbody>
</table>
Unit 3: Session 1

Literacy activity 3.1: The unit story

30 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

For all girls:

- To listen to and understand a story in the home language
- To respond to questions about the text

Some girls will be able:

- To read and understand a story in English and write answers to questions about it

Key vocabulary

orphan, drop out (of school), mushroom, stalk, leaves, feed (verb), space, waste, maize, coffee, gloves, plastic bag, expert

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Follow the instructions given in Units 1 and 2. This time, the format for Section C is different. The girls ask and answer the questions as a drama. If this is not possible, they could instead just answer the questions as if they were Chido Govera.

Assess

Choose six different girls to tell you the answers in their home language or English. They must tell why/how they know that is the correct answer by referring back to the text. Record in your Progress Book the girls’ achievement.

Answers for Unit 3: C 1 My grandmother couldn’t pay for it, 2 A woman came to my village and gave a talk, 3 I went on a short course, 4 plastic bags, waste from growing maize or coffee, gloves and spawn, 5 one to three weeks, 6 I travel around, teaching girls and young women how to do it; D 1 orphan, 2 waste, 3 gloves, 4 expert
Learning English activity 3.1: Letters and sounds crossword

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop knowledge of the relationships between letters and sounds
- To develop vocabularies in English

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. The girls turn to page 29, part E. Focus on 1. Lead the girls in saying each sound separately. Make sure they say only the sounds of the letters, without any extra sounds. Then invite them to put them in the correct order and say the whole word.
2. Repeat with the sounds and words for 2, 3 and 4 across.

Independent work

15 minutes

1. For the rest of the words, get the girls to repeat the process in pairs. They should take it in turns to say the sounds of a word and put them together.
2. When they have done this in pairs, go over 4 down to 9 with the group. Lead the girls in saying the sounds and then putting them together to make words.
Module 2b

3. Explain how crossword puzzles work for any girls who are unfamiliar with the format. The girls complete the crossword, individually or in pairs. When they have finished, invite the correct solution: Answers: 1: brush, 2: spoon, 3: chair, 4 across: cow, 4 down: chess, 5: doll, 6: tree, 7: shower, 8: torch, 9: snail

Assess

Notice how easy the girls found it to say the individual sounds of the letters and groups of letters. This is a key reading skill. Do they need more practice? Record your observations in your Progress Book.

Reflect

I love doing puzzles. It makes learning fun!

Numeracy activity 3.1: Patterns in multiplying and dividing by 10 and 100

30 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To revise multiplying and dividing numbers by 10 and 100
- To notice patterns in the number system

Key vocabulary

hundred, hundredth, ten, tenth
You will need:

✓ to write the following grid on the board (it is also in the girls’ workbooks, page 31)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>0,1</th>
<th>0,01</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>10</td>
<td>1</td>
<td>0,1</td>
<td>0,01</td>
</tr>
<tr>
<td>200</td>
<td>20</td>
<td>2</td>
<td>0,2</td>
<td>0,02</td>
</tr>
<tr>
<td>300</td>
<td>30</td>
<td>3</td>
<td>0,3</td>
<td>0,03</td>
</tr>
<tr>
<td>400</td>
<td>40</td>
<td>4</td>
<td>0,4</td>
<td>0,04</td>
</tr>
<tr>
<td>500</td>
<td>50</td>
<td>5</td>
<td>0,5</td>
<td>0,05</td>
</tr>
</tbody>
</table>

✓ counters
✓ digit cards (you will need multiple ‘0’ cards for working with hundred and hundredths)

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

30 minutes

1. Ask the girls to look at the grid. They are going to look for patterns. Ask them what patterns they notice. You might ask what is:

   • the same in every line
   • the same in every column
   • different on every line
   • different in every column.

2. If a girl gives an unexpected response, ask her to explain her thinking. There are many interesting things she may have noticed. For example, she might say:

   • The number gets bigger to the left, smaller to the right.
   • Tenths all have zero point something, hundredths all have zero point zero something…
   • Tens all have a zero on the end, hundreds all have two zeros on the end and so on.
   • Tens and tenths sound very similar.
   • The number in the ones column is also in the other columns across the row, but not in the same place.
   • It’s a bit like a place-value chart.

3. The girls might have noticed other things. The important thing is finding patterns and making connections. These can be built on to understand the relationships between numbers. If necessary, help them to see:

   • the numbers to the left of the ‘ones’ are ten times bigger than the column before
   • the numbers to the right of the ‘ones’ are ten times smaller than the column before.
4. So, to multiply a number by 10, move all the digits one place to the left. To divide by 10, move all the digits one place to the right. Move them two places to multiply or divide by 100. Remind the girls they did this in Module 2a (Unit 5) using place-value charts.

5. Show the girls how to use the grid to divide a number by 100.

<table>
<thead>
<tr>
<th>Say</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am going to divide 243 by 100. I will put one counter on 200, one on 40 and one on 3.</td>
<td>.100 10 1 0.1 0.01</td>
</tr>
<tr>
<td>200 20 2 0.2 0.02</td>
<td>300 30 3 0.3 0.03</td>
</tr>
<tr>
<td>400 40 4 0.4 0.04</td>
<td>500 50 5 0.5 0.05</td>
</tr>
</tbody>
</table>

I will move each counter two places to the right to divide by 100. 200 divided by 100 is 2. 40 divided by 100 is 0.4. 3 divided by 100 is 0.03.

| I have two ones (units), four tenths and three hundredths. I will put those on a place-value chart to see how to write the number. | 100 10 1 0.1 0.01 |
| 200 20 2 0.2 0.02 | 300 30 3 0.3 0.03 |
| 400 40 4 0.4 0.04 | 500 50 5 0.5 0.05 |

I will write a number sentence to record what I have done. 243 ÷ 100 = 2.43

The independent activity will help the girls to connect the chart with the multiplication and division by 10 and 100 work they did in Module 2a Units 4 and 5.

**Independent work**

**15 minutes**

1. The girls work in pairs to answer the questions on page 32 of the workbook. One girl should use the completed grid and three counters, the other the place-value chart and a set of digit cards.

2. Ask them to multiply 351 by 10. Ask the girl with the counters to put them on the grid, on the numbers that make up 351. Ask the girl with the digits to make 351 on her place-value chart.

3. Each girl should move her counters/digits the correct number of places in the correct direction. Remind the girl with the place-value chart that she will have to put 0 as a placeholder in the ones column. They should check they have the same answer. If not, they should try to think who is right and why.

4. Ask the girls to swap grids and place-value charts.
5. Repeat with the following: $215 + 10$, $52 \times 100$ and $412 \div 100$.
6. If you notice some girls are finding this very difficult, ask them to do the following: $25 \times 10$, $32 \div 10$.

Assess
If there is another adult in the room, ask them to watch the girls closely as they work. They should make a note of girls who are confidently multiplying and dividing by 10 and 100 and those who might need more support.

Reflect

I'm beginning to enjoy doing numeracy now, it is fun noticing the patterns and seeing how numbers work together!

Numeracy activity 3.2: How much more milk?

30 minutes

Plan
Write the learning objectives on the board.

Learning objectives
- To find the difference between two three-digit numbers
- To know whether to add or subtract to find the answer

Key vocabulary
How much more? difference

You will need:
- to draw a blank number line on the board.

Do
Point to the learning objectives and tell the girls what they are learning in this activity.
Guided work

15 minutes

1. Remind the girls about the baby goat from Unit 1. Tell them that Vimba wants to find out how much more milk the goat drinks as it grows up, so she can make sure she will have enough. Explain that initially it drinks 170 ml a day, then later 340 ml and 470 ml.

2. Say you want to find how much more milk it drinks as it gets older. Ask: ‘Will you need to add or subtract to find the answer?’ Ask them to go to one side of the room if they think add, the other for subtract and to stay in the middle if they don’t know.

3. Explain that sometimes more means you have to add, but not always. Here, how much more means they need to find the difference.

4. They could take 170 away from 340 by counting back, but it is easier to count on from the smaller number to the bigger number to find the difference.

5. Talk through the example below, finding the different between the feed on day 2 (170) and day 12 (340). If they have chalkboards, ask the girls to draw their own number lines and copy what you are doing.

<table>
<thead>
<tr>
<th>Say</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will start at 170 and count from there to 340. First, I will find how many I need to jump to get to 200. I can count in tens starting with 170, 180...190...200. That’s 30. I will write how many I’ve jumped.</td>
<td><img src="image" alt="Diagram" /></td>
</tr>
<tr>
<td>I know that I need 100 to get from 200 to 300. I’ll do that next. I’ll write 100 so I remember that was my next jump.</td>
<td><img src="image" alt="Diagram" /></td>
</tr>
<tr>
<td>I know that I need another 40 to go from 300 to 340. I’ll put that on my number line.</td>
<td><img src="image" alt="Diagram" /></td>
</tr>
<tr>
<td>Now I need to add up all my jumps to find the difference between 170 and 340. The difference between 170 ml and 340 ml is 170 ml.</td>
<td>100 + 40 + 30 = 170.</td>
</tr>
</tbody>
</table>

Independent work

15 minutes

1. Ask the girls to work together using a number line to answer the first question on page 33 in the workbooks. *(How much more milk does the baby goat drink per feed on day 25 than it does on day 18?)*

2. Move around the room – notice and note how the girls are doing.

3. Girls who are succeeding but need a bit more practice can work on question 2. *(How much more is 358 than 136?)*
4. Ask girls who are confident to answer question 3. *(How much more milk does the goat drink per day when it is 18 days old than when it is 5 days old?)*
5. If some girls are struggling, ask them to answer question 4. *(How much bigger is 43 than 27?)* Encourage them to count in jumps, or count in ones if they find it easier.

**Assess**

Note who is doing well and who is struggling. Some girls may need more help with understanding how numbers work together.

**Reflect**

Often learners are taught that ‘more’ means add – and sometimes it does. But when it is ‘how much more’, adding is not going to help. This activity shows how important it is for the girls to really understand the problem, not just learn a list of words.
Unit 3: Session 2

Literacy activity 3.2: Working with a short factual text

20 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in reading, understanding and creating short factual texts
- To share factual information learned from reading a text

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

10 minutes

Turn to part F on page 30. Read the text aloud while the girls follow on the page. Repeat at least once. Translate the text into the home language if you think it is necessary. Check the girls understand based in, organising, waste, and natural world. Teach the meanings with demonstrations, explanations and translations.

Independent work

10 minutes

In pairs, the girls decide their answers to the questions. Ideally, they will write their answers in the back of the Learner’s Workbook. Visit them while they do this. Give help and encouragement to anybody who needs it. Then invite their answers.

Answers: F 1 Zimbabwe, 2 Zimbabwe and other African countries, 3 It helps young women to start growing mushrooms, 4 gives education to orphans; organises grandmothers and young women to work together to improve their communities; teaches people how to grow food in a better way with less waste; helps people to look after the natural world

Assess

Were the girls able to understand the text from the English version, or did you need to translate it for them? Did girls have different levels of ability to understand the English version? If so, you can record this in your Progress Book.
Module 2b

Reflect

It was interesting to find out about this organisation. Perhaps one day in the future, that will be useful to know. Maybe I will grow mushrooms!

Learning English activity 3.2: Drama

20 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in speaking and listening to English
- To develop grammar knowledge and vocabularies in English

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

10 minutes

Read through the instructions for part G (page 30) with the group. Invite suggestions for the full version of the questions.

Independent work

15 minutes

1. In pairs, the girls act a conversation, following the instructions for part G. Visit the pairs while they do this, and offer help and encouragement to anybody who needs it.
2. When they have finished, everybody should swap partners. Each new pair should include one girl who previously asked the questions and one who answered. They now swap roles and repeat the activity.
3. If time allows, invite one of the most successful pairs to perform their conversation for the group.
Module 2b

Assess

Before the session, choose four girls to focus on. Observe these girls in the session and note down how confident they seemed in speaking English. Make a note of your observations in your Progress Book.

Reflect

It wasn’t easy to do this activity in English. There were some words that I didn’t feel confident in saying, but I found other ways to say the same thing. I know it was worth the effort, though. I want to improve my English. Being able to speak English may be useful in my future life.

Numeracy activity 3.3: Quick addition

10 minutes

Plan

Write the learning objective on the board.

Learning objective

- To add and subtract small numbers quickly

You will need:

✓ enough 1–20 number cards to give one to every girl.

Do

1. Give each girl a card between 1 and 20.
2. Ask them to walk around the room.
3. Call a number between one and thirty.
4. The girls must make that number with other girls, either by adding or subtracting, or a mixture of both. When a group has the target number they sit down.
5. For example, call 25. A girl with 20 and one with 5 make 25 (20 + 5). Or a girl with 15, one with 12 and one with 2 could do 15 + 12 = 27 then 27 – 2 = 25.
6. Any girls that cannot find groups become checkers for the next number to be called.

Assess

Notice any girls that struggle to make groups for support later.
Reflect

Some girls struggled to make the numbers, so I had them help me check other girls totals to build their confidence. I swapped their number cards for smaller numbers and they were happy to try again.

Numeracy activity 3.4: Budgeting to grow – having a business plan

50 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

- To add and subtract three- and four-digit numbers
- To find 10% of amounts
- To understand the importance of investing in a business

Key vocabulary

budget, profit, investment, unexpected expenses

You will need:

✓ digit cards.

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

30 minutes

1. Say that Chido has big plans for her future and has made a plan.
2. Ask the girls to look at the budget on page 34 of their workbooks. This is Naomi from Chimanimani district’s three-year plan for her tomato business.
3. Read through the items and check the girls understand their meaning. Ensure girls understand the ‘In’ (money coming in) and ‘Out’ (expenses) columns.
4. Ask them to discuss in small groups what is the same and what is different over the three years.
5. After 10 minutes discuss as a whole group. Key things to notice and discuss:
   • She plans to have a loan in the first year, but not after that.
   • She expects the expenses to go up every year.
   • In the second and third year she plans to pay wages. Why not in the first year? What jobs would employees do?
   • She plans to make more money from sales every year.
   • She doesn’t make much profit in the first year.
   • She has to put some money aside from the tomato sales to buy the next year’s supplies.
   • She puts money aside for unexpected expenses.
   • She plans to save 10% of her sales to invest in the business when she has paid back the loan. Why? What sort of things might she spend the money on? Why is investment in the business important?

**Independent work**

20 minutes

1. Remind the girls about finding 10% of numbers from Module 2a. Point back to the percentages reminder in the workbook page 24 if needed.
2. Remind them that 10% is the same as one tenth. To find one tenth you divide by 10.
3. Using digit cards and the place-value charts at the back of their workbooks (page 113), ask the girls to work in pairs to find 10% of the tomato sales for Year 2 and Year 3.
4. Ten minutes before the end, come together and ask someone to show how they worked out the 10%.
5. Lead a discussion around the importance of making a good business plan and budgeting carefully so they can plan to invest in their business to make it more successful.

**Assess**

Can the girls remember how to divide by 10? Which girls are beginning to plan for their future? Do they understand the importance of having a good business plan?
Module 2b

Reflect

I am thinking about growing lettuces. What I have learned today will help me write a business plan.

Learner’s Self-Study Workbook

5 minutes

1. Ask the girls to read the Unit 4 story and answer the questions about the text at home if they can.
2. Invite them to do the writing activity in part H (page 30).
Unit 4: What have we got to lose?

In order to learn, we all have to make mistakes so that we can solve problems. Being resilient and persevering are important skills. Make time to discuss with the girls how in persevering Vimbai and Thandiwe will overcome their problem.

Learning objectives

Literacy/Learning English
- To listen to and understand a story in the home language
- To respond to questions about the text
- To read and understand a story in English and write answers to questions about it
- To develop skills in reading, understanding and writing some common words with ‘tricky’ spellings
- To develop skills in reading, understanding and creating short factual texts
- To understand a set of instructions
- To remember and say a set of instructions
- To create instructions in English
- To read and understand instructions in English

Numeracy
- To know different ways to add a list of numbers
- To add more than two 3- and 4-digit numbers
- To add a list of three- and four-digit numbers
- To find the difference between two four-digit numbers
- To understand some causes of profit and loss
- To count forward and back in steps of 20 and 30
- To multiply two 2-digit numbers

<table>
<thead>
<tr>
<th>Subject and activity number</th>
<th>Activity</th>
<th>Time (mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Session 1</strong></td>
<td></td>
</tr>
<tr>
<td>Literacy 4.1</td>
<td>The unit story</td>
<td>30</td>
</tr>
<tr>
<td>Learning English 4.1</td>
<td>Words with ‘tricky spellings’</td>
<td>25</td>
</tr>
<tr>
<td>Numeracy 4.1</td>
<td>Two ways – which is best?</td>
<td>25</td>
</tr>
<tr>
<td>Numeracy 4.2</td>
<td>Profit and loss</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td><strong>Session 2</strong></td>
<td></td>
</tr>
<tr>
<td>Literacy 4.2</td>
<td>Working with a short factual text</td>
<td>40</td>
</tr>
<tr>
<td>Learning English 4.2</td>
<td>Creating a short factual text</td>
<td>30</td>
</tr>
<tr>
<td>Numeracy 4.3</td>
<td>Switch</td>
<td>10</td>
</tr>
<tr>
<td>Numeracy 4.4</td>
<td>Multiplying two 2-digit numbers</td>
<td>50</td>
</tr>
</tbody>
</table>
Module 2b

Unit 4: Session 1

Literacy activity 4.1: The unit story

30 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

For all girls:

- To listen to and understand a story in the home language
- To respond to questions about the text

Some girls will be able:

- To read and understand a story in English and write answers to questions about it

Key vocabulary

tomatoes, packet, seeds, mistake, die, pick (fruit/vegetables), a pity, left over

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Follow the instructions given in Units 1 and 2.

Assess

Choose six different girls to tell you the answers in their home language or English. They must tell why/how they know that is the correct answer by referring back to the text. Record in your Progress Book the girls’ achievement.

Answers for Unit 4: C 1 It’s quick and easy, and you don’t need much space, 2 On some land at Thandiwe’s home, 3 They made some mistakes, 4 Ten, 5 Three months, 6 They ate some with their families and sold some; D 1 seeds, 2 healthy, 3 pick, 4 left over
Module 2b

Reflect

Some of my girls were interested in the idea of growing tomatoes. I suggested taking the seeds from a tomato, and trying to grow them. It may not work, but there’s nothing to lose by trying it!

Learning English activity 4.1: Words with ‘tricky spellings’

25 minutes

Plan

Write the learning objective on the board.

Learning objective

- To develop skills in reading, understanding and writing some common words with ‘tricky’ spellings

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

10 minutes

Turn to part E (page 39). The girls work in pairs. Ask them to find the first word (don’t) in the story. When everybody has found it, read and say the sentence as a group: But we don’t have to wait until then. Check understanding of the meaning of don’t. In this case, help the girls to understand that it is a shortened form of do not.

Independent work

20 minutes

1. Still working in pairs, the girls repeat the process described above for the other words. When they have finished, invite the pairs to share what they have done with the group.
Module 2b

2. Next, the pairs put the words into the spaces. Visit them and check they have done it correctly. Give help and encouragement to anybody who needs it. Then check the answers with the group.
3. The girls role-play the mini-conversations. Then they swap roles and repeat.

Assess
This activity asks girls to read the words from the voice balloons without any support. Which girls were able to do it with confidence? Which were struggling? Make a note of your observations in your Progress Book.

Reflect

I was a bit confused about some of these words because their spellings don’t fit with the spelling rules I’ve learned. This activity helped me to feel more confident about these words.

Numeracy activity 4.1: Two ways – which is best?

25 minutes

Plan
Write the learning objectives on the board.

Learning objectives

- To know different ways to add a list of numbers
- To add more than two 3- and 4-digit numbers

You will need:

- place-value charts and counters (ones, tens, hundreds and thousands)
- paper and pens to draw blank number lines.

Do
Point to the learning objectives and tell the girls what they are learning in this activity.
Module 2b

Guided work

15 minutes

1. Write 3500 + 170 + 250 on the board. Ask the girls to discuss in pairs how they would find the total.
2. Remind girls of the importance of estimation. Here you can estimate around 4000, seeing that you are adding three thousand and some hundreds.
3. Ask a confident girl to demonstrate how to add the numbers using a place-value chart and place-value counters (or show them). Say: ‘Big and small numbers work the same. Here ten tens are exchanged for one hundred, ten hundreds are exchanged for one thousand.’
4. Demonstrate using a number line to find the total. After each step, check all the girls understand what you are doing and why.

<table>
<thead>
<tr>
<th>Say</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will start with the biggest number. 3500. I will add 250 next. First I will add the 200. That will take me to 3700.</td>
<td>![Diagram showing addition steps]</td>
</tr>
<tr>
<td>Next I will add the 50. That will take me to 3750.</td>
<td>![Diagram showing addition steps]</td>
</tr>
<tr>
<td>Now I need to add 170. First I will add 100. That will take me to 3850.</td>
<td>![Diagram showing addition steps]</td>
</tr>
<tr>
<td>I need to add 70 next. I know that 70 is 50 + 20. So I’ll add the 50 to take me to 3900, then the 20 to take me to 3920. My answer is 3920.</td>
<td>![Diagram showing addition steps]</td>
</tr>
</tbody>
</table>

Independent work

10 minutes

1. Ask the girls to work in pairs to add the three numbers on page 42 of the workbook.
2. One should use the place-value chart in their workbook with digit cards (they can also use place-value counters); the other should use a number line.
3. Do they get the same answer? Who was quickest? Which method did they find easier?

Assess

Are the girls confident using both a number line and formal addition methods? Can they work with three- and four-digit numbers? If not, what misconceptions did you notice? Make a note of these. If you did not have time to help any girls who struggled during the session, make sure you work with them during independent work next session.
Module 2b

Reflect

It is so important for the girls to know more than one calculation method. Then they always have a way to check their answer.

Numeracy activity 4.2: Profit and loss

35 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To add a list of three- and four-digit numbers
- To find the difference between two four-digit numbers
- To understand some causes of profit and loss

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

5 minutes

1. Tell the girls that although Naomi had made a good business plan, things did not go as expected. There was a storm during the growing season, and she lost most of her crop and had to replace the trellis.
2. Tell the girls to turn to the profit and loss table on page 43. Remind them that if the total in the ‘In’ column is greater than that in the ‘Out’ column, Naomi has made a profit. Otherwise, she has made a loss.
3. The task is to see if Naomi made a profit or a loss in the first three years.

Independent work

30 minutes

1. Girls should work in pairs and find the total in each column. One girl uses a number line; the other uses a place-value chart. They should take turns to use each method.
2. As they work, take a note of girls who will be able to explain what they did.
3. After 15 minutes, come together and discuss the answers (see below).
4. With the totals they can now think of profit and loss. Ask the girls to use a number line to find the difference between the ‘in’ and ‘out’ column for each year in the same way as they did to find ‘how much more’ (Numeracy activity 3.2). The answers for both the totals and the profit or loss are: 1).
5. For the last five minutes, lead a discussion around Naomi’s resilience. Although her business failed in Year 1, she tried again. By Year 3 she was doing well enough for her to start saving money to invest in growing the business.

Assess

Note the girls you noticed struggling in the first activity. When working with the number line, are they finding it difficult to count in tens or hundreds? Are they struggling with place value? Are they finding it difficult to exchange hundreds and thousands? Give them extra practice with three-digit numbers until they are confident.

Reflect

I really like using the number line, but I sometimes get confused about which number I’m counting. When I add, the answer is the number I finish at on the number line, but when I count up to find the difference, the answer is the number of jumps I have made.
Unit 4: Session 2

Literacy activity 4.2: Working with a short factual text

40 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in reading, understanding and creating short factual texts
- To understand a set of instructions
- To remember and say a set of instructions

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Independent work

10 minutes

1. Turn to part F (page 40). The girls work in pairs. Ask them to match the sentences with the pictures. The aim of the activity is for the girls to read the sentences without any support from you unless they really need it.
2. Check their matches of words with pictures.

   Answers: 1. Get some tomato plant seeds 2. Plant the seeds 3. Put the young plants into pots 4. Put the young tomato plants in the soil 5. Water the plants 6. Pick the tomatoes
3. The girls close their workbooks. One girl explains to her partner how to grow tomatoes.
4. Everybody swaps partners, so that every girl who did the explanation is now with somebody who listened. Now they swap roles, with the girl who listened now explaining.

Assess

Note in your Progress Book which pairs of girls found this easy and which girls struggled. Next time you will need to support the girls who were struggling. Talk to the learning assistant about which girls she noticed found this a difficult task.
Reflect

I think the girls felt good about completing the activity without much help from me. The girls becoming independent readers and writers is a big part of what the MOPSE-SAGE programme aims to achieve!

Learning English activity 4.2: Creating a short factual text

30 minutes

Plan

Write the learning objectives on the board.

Learning objectives

• To create instructions in English
• To read and understand instructions in English

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Independent work

30 minutes

1. Turn to part G (page 41). Each girl thinks of and writes an instruction on the line given in the workbook. Visit them and check their instructions are suitable for this activity (i.e. it is something that it is possible to do in your surroundings).
2. Each girl shows her instruction to another girl, who must read it and carry it out. Then they swap roles and repeat.
3. The girls can keep swapping partners and repeat until everybody has paired with everybody else, or time runs out.
Module 2b

Assess

Were all the girls able to write clearly enough that other girls could read their instructions easily? If not, they may need more practice in forming the shapes of letters clearly.

Reflect

This activity was lots of fun! Some of the instructions were silly, and made people laugh. That was a good thing!

Numeracy activity 4.3: Switch

10 minutes

Plan

Write the learning objective on the board.

Learning objective

- To count forward and back in steps of 20 and 30

You will need:

✓ something to throw and catch.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

1. Before you start, count in steps of 20 to 200 forward and back as a whole group, then forward and back in steps of 30 to 300.
2. Play a game of ‘Switch’ as you have before, but this time counting in steps of 20 for 5 minutes, then steps of 30 for 5 minutes.

Assess

Counting in steps of 20 and 30 may be harder for some, so the speed of the game many vary. Notice any girls who struggle when the numbers are larger – they may need more practice.
Module 2b

Reflect

We’re not as fast as we are when counting in fives, but we’re getting quicker!

Numeracy activity 4.4: Multiplying two 2-digit numbers

50 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To multiply two 2-digit numbers

Key vocabulary

grid method

You will need:

✓ to practise the grid method before the session.

Each group of five/six will need:

✓ a large sheet of paper and a marker.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

30 minutes

Remind the girls about using a grid in Unit 1 to find how much milk the baby goat needed. Say that today they are going to use the same method to multiply a two-digit number by another two-digit number.

1. Organise the girls into groups of five/six around a sheet of paper.
2. Write 72 × 25 on your board.
3. Ask: ‘Do you think the answer will be in thousands, hundreds or tens?’
4. Say that ten lots of seventy is 700, twenty lots of seventy is twice as much – 1400. So, the answer will be more than 1400. Is that a surprise?
5. Demonstrate using the grid method as follows (this is also in the girls’ workbooks on page 44). Pause after each step for the girls to copy what you say and what you do, and to answer any questions.

<table>
<thead>
<tr>
<th>Say</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am going to multiply seventy-two by twenty-five.</td>
<td>x</td>
</tr>
<tr>
<td>I split the seventy-two into seventy and two and write them at the top of my grid.</td>
<td>20</td>
</tr>
<tr>
<td>I split twenty-five into twenty and five and write them at the side of the grid.</td>
<td>5</td>
</tr>
<tr>
<td>First, I will work out 20 x 72, then I will work out 5 x 72. Then I will add the answers together to find out 25 x 72.</td>
<td></td>
</tr>
<tr>
<td><strong>I start with finding 20 x 70.</strong></td>
<td><strong>x</strong></td>
</tr>
<tr>
<td>1. 2 x 7 = 14.</td>
<td>20 20 x 70</td>
</tr>
<tr>
<td>2. 70 is ten times 7, so to find 2 x 70, I multiply 14 by 10, making 140.</td>
<td>5</td>
</tr>
<tr>
<td>3. 2 x 70 = 140.</td>
<td></td>
</tr>
<tr>
<td>4. I want to know 20 x 70</td>
<td></td>
</tr>
<tr>
<td>5. 20 is ten times 2, so to find 20 x 70 I multiply 140 by 10, making 1400.</td>
<td></td>
</tr>
<tr>
<td>6. 20 x 70 = 1400</td>
<td></td>
</tr>
<tr>
<td>7. I write that in the box.</td>
<td></td>
</tr>
<tr>
<td><strong>Next, I will find 20 x 2.</strong></td>
<td><strong>x</strong></td>
</tr>
<tr>
<td>1. I can count 20, 40.</td>
<td>20 20 x 70</td>
</tr>
<tr>
<td>2. Or I could say 2 x 2 = 4, 20 is ten times 2, so I multiply 4 by 10</td>
<td>5</td>
</tr>
<tr>
<td>3. 20 x 2 = 40.</td>
<td></td>
</tr>
<tr>
<td>4. I write that in the box.</td>
<td></td>
</tr>
<tr>
<td><strong>Now I will work out 5 x 72.</strong></td>
<td><strong>x</strong></td>
</tr>
<tr>
<td>1. First, I will find 5 x 70.</td>
<td>20 20 x 70</td>
</tr>
<tr>
<td>2. I know that 5 x 7 = 35.</td>
<td>20 x 2</td>
</tr>
<tr>
<td>3. 70 is ten times 7, so I need to multiply 35 by 10, that’s 350.</td>
<td></td>
</tr>
<tr>
<td>4. So 5 x 70 = 350</td>
<td></td>
</tr>
<tr>
<td>5. I write that in the box.</td>
<td></td>
</tr>
</tbody>
</table>
Next, I will find $5 \times 2$. I know that’s 10.
I write that in the box.

<table>
<thead>
<tr>
<th>x</th>
<th>70</th>
<th>2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>$20 \times 70$ = 1400</td>
<td>$20 \times 2$ = 40</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>$5 \times 70$ = 350</td>
<td>$5 \times 2$ = 10</td>
<td></td>
</tr>
</tbody>
</table>

Now I find the total of $20 \times 72$ and the total of $5 \times 72$.
I add them together to find $25 \times 72$.

1. The total of $20 \times 72$ is $1400 + 40 = 1400$. I write that in the box.
2. The total of $5 \times 72$ is $350 + 10 = 360$. I write that in the box.
3. The total of $1440$ and $360$ is $1800$.
4. So $72 \times 25 = 1800$.

Think back to our estimate – we said it would be more than 1400, so 1800 sounds reasonable.

6. Work with the girls to find the answer to $23 \times 45$. After discussing roughly what the answer might be, ask different girls to suggest what to do for each step.

**Independent work**

20 minutes

1. The girls turn to page 45. Explain that Naomi’s land is divided into different-sized plots, so she has a different number of plants in each plot. In one plot she has 25 rows. Each row has 54 tomato plants. How many tomato plants does she have in that plot?
2. Ask the girls: ‘Is the answer likely to be in the thousands, hundreds or tens?’
3. The girls work in their groups to find the answer, using the grid method.

**Assess**

The **Independent work** will show you which girls understand this method. (It is likely that they will be the same ones as you noted and grouped together during Activity 1.5 in Unit 1.)

As the girls work in groups, check that the confident girls do not take over the group, and make sure you talk with the girls who were not confident with the grid method in Unit 1.
Reflect

The grid method has helped me to see that multiplying two numbers that have tens and ones together makes a really big number! I was surprised!

Learner’s Self-Study Workbook

5 minutes

1. Ask the girls to read the Unit 5 story and answer the questions about the text at home if they can.
2. Invite them to do the writing activity in part H.
Module 2b

Unit 5: Many hands make light work

The cross-cutting theme of collaboration is one that MOPSE-SAGE girls enjoy. There are many stories of girls teaming together to help each other. In this story, a busy Vimbai is helped by her friends. Find out from the girls in your hub how they help each other.

Learning objectives

Literacy/Learning English

- To listen to and understand a story in the home language
- To respond to questions about the text
- To read and understand a story in English and write answers to questions about it
- To develop knowledge of the relationships between letters and sounds
- To develop skills in scanning to find words
- To develop vocabularies in English: bird, rainbow, fork, matches, right, knot, wheel, soil, yawning, keys
- To develop skills in reading, understanding and creating short factual texts
- To work with useful everyday words and phrases
- To think about managing time

Numeracy

- To count in minutes and hours
- To use number lines to solve time problems
- To use known number skills in real-life contexts
- To consider financial options and make informed business decisions (financial literacy)
- To use known number skills in real-life contexts

<table>
<thead>
<tr>
<th>Subject and activity number</th>
<th>Activity</th>
<th>Time (mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy 5.1</td>
<td>The unit story</td>
<td>30</td>
</tr>
<tr>
<td>Learning English 5.1</td>
<td>Letters and sounds word search</td>
<td>30</td>
</tr>
<tr>
<td>Numeracy 5.1</td>
<td>Counting in minutes and hours</td>
<td>15</td>
</tr>
<tr>
<td>Numeracy 5.2</td>
<td>Solving problems with time</td>
<td>45</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy 5.2</td>
<td>Working with a short factual text</td>
<td>25</td>
</tr>
<tr>
<td>Learning English 5.2</td>
<td>Write your list of activities</td>
<td>15</td>
</tr>
<tr>
<td>Numeracy 5.3</td>
<td>Would you rather…?</td>
<td>10</td>
</tr>
<tr>
<td>Numeracy 5.4</td>
<td>Time is money</td>
<td>50</td>
</tr>
</tbody>
</table>
Unit 5: Session 1

Literacy activity 5.1: The unit story

30 minutes

Plan
Write the learning objectives and key vocabulary on the board.

Learning objectives
For all girls:

- To listen to and understand a story in the home language
- To respond to questions about the text

Some girls will be able:

- To read and understand a story in English and write answers to questions about it

Key vocabulary
busy, chores, miss (verb), in the distance, homestead, catch up

Do
Point to the learning objectives and tell the girls what they are learning in this activity.

Follow the instructions given in Units 1 and 2. There is also an optional additional activity (see below), which you may want to do first.

Assess
Choose six different girls to tell you the answers in their home language or English. They must tell why/how they know that is the correct answer by referring back to the text. Record in your Progress Book the girls' achievement.

Answers for Unit 5: C 1 She was too busy with chores, 2 She spoke to the other girls at the hub, 3 One hour, 4 Yes, 5 They wanted to help their friend so she could come to the next SAGE session; 1 chores, 2 fetch, 3 mend, 4 catch up.

Additional activity
Here is an additional activity you can use if there is time. You could do it before you read the story. Tell the girls to turn to page 120 in the workbook and look at the pictures that go with the story about Fadziso. The girls work in pairs. Ask them to say what Fadziso is doing in each picture. Then invite pairs to share their ideas in both the home language and English. This will help them to learn the English words.
Fadziso’s day

Before you read
Match the pictures with the words.
1. I look after my baby brother.
2. I do my homework.
3. I play ball games.
4. I walk to school.
5. I sweep the floor.
6. I collect eggs.
7. I wash my clothes.
8. I grind some maize.
9. I play music and sing a song.

How often do you do these things?

Reflect

The level of English my girls have varies quite a lot. Doing activities like the one with the pictures in ‘Fadziso’s day’ helps me to know which girls are still struggling with this, and need more help.

I encourage my girls to work with the workbook at home to improve their English. This includes reading the ‘simple texts’ at the back. Many of them can make words from the sounds of letters. They can guess the meaning from the context, and they can work out the sound of the word from the letters.
Learning English activity 5.1: Letters and sounds word search

30 minutes

Plan
*Write the learning objectives on the board.*

**Learning objectives**
- To develop knowledge of the relationships between letters and sounds
- To develop skills in scanning to find words
- To develop vocabularies in English: *bird, rainbow, fork, matches, right, knot, wheel, soil, yawning, keys*

**Do**
*Point to the learning objectives and tell the girls what they are learning in this activity.*

**Guided work**
10 minutes
1. The girls open their workbooks at page 49, part E. Focus the first word (*bird*). Lead the girls in saying each sound separately. **Make sure they say only the sounds of the letters, without any extra sounds.** The invite them to put them in the correct order and say the whole word.
2. Repeat with two or three more words.

**Independent work**
20 minutes
1. For the rest of the words, get the girls to repeat the process independently in pairs. They should take in in turns to say the sounds of a word and put them together.
2. When they have done this in pairs, go over the rest of the words with the group. Lead the girls in saying the sounds and then putting them together.
3. Explain how word search puzzles work for any girls who are unfamiliar with the format. Then the girls complete the puzzle, individually or in pairs. When they have finished, invite the correct solution:
Module 2b

Assess

Notice how easy the girls found it to say the individual sounds of the letters and groups of letters. This is a key reading skill. Do they need more practice? Record your observations in your Progress Book.

Reflect

This activity was similar to Learning English 3.1 Letters and sounds crossword. This time, the girls were more confident with saying the sounds and putting them together as words.

Numeracy activity 5.1: Counting in minutes and hours

15 minutes

Plan

Write the learning objective on the board.

Learning objective

- To count in minutes and hours

You will need:

✓ cards with start and stop written on them
✓ the clock you have used in previous sessions.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. Point to the clock and count the minutes round in 5s.
   - Stop at 15 minutes and ask: ‘How else can we say 15 minutes?’ (quarter of an hour)
   - Stop at 30 minutes and ask: ‘How else can we say 30 minutes?’ (half an hour)
Module 2b

2. Ask two girls to hold the start and stop cards. Tell the girls that you are all going to count together in minutes and hours. Write a start time and a stop time on the cards. Then tell the girls what step they will be counting in. Stop and discuss at quarter to, quarter past and half past.

<table>
<thead>
<tr>
<th>Example 1: Count in 10 minutes</th>
<th>Example 2: Count in 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start 7:10</td>
<td>Start 6:05</td>
</tr>
<tr>
<td>Stop 7:30</td>
<td>Stop 6:30</td>
</tr>
</tbody>
</table>

More examples

<table>
<thead>
<tr>
<th>Start</th>
<th>Stop</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.15</td>
<td>8.15</td>
<td>1 hour</td>
</tr>
<tr>
<td>5.30</td>
<td>7.30</td>
<td>½ hour</td>
</tr>
<tr>
<td>12.05</td>
<td>12.35</td>
<td>5 minutes</td>
</tr>
<tr>
<td>8.25</td>
<td>9.00</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

Numeracy activity 5.2: Solving problems with time

45 minutes

Plan

Write the learning objective on the board.

Learning objective

- To use number lines to solve time problems

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

20 minutes

1. Turn to page 52 in the workbook.
2. Read the first problem out to the girls.
3. Ask the girls to work in pairs to solve the problem. There is a number line in the workbook which the girls may want to use.
4. As the girls are working, look for different strategies that they use.
5. Ask those girls to share their strategy on the board.
Module 2b

For example:

You could add the one hour, then 4 lots of 5 minutes. You could also add the 4 lots of 5 minutes and then add the hour. Key is doing the addition in intervals.

<table>
<thead>
<tr>
<th>Start 7:10</th>
<th>8:10</th>
<th>8:15</th>
<th>8:20</th>
<th>8:25</th>
<th>8:30</th>
<th>Finish</th>
</tr>
</thead>
</table>

6. Repeat the same process with the second problem:
   - Read together.
   - Discuss how to solve.
   - Share different approaches.

**Independent work**

**25 minutes**

1. Turn to page 52 in the workbook.

2. Read out the activities in 'A day in the life of a MOPSE-SAGE girl'. Ask: 'How is this the same as or different from your day?'

3. The girls sort the activities in the MOPSE-SAGE girl's day into three columns in the table. Encourage them to discuss their responses as the time taken on tasks may vary:
   - Column 1: chore takes less than ½ hour
   - Column 2: chore takes between ½ hour and 1 hour
   - Column 3: chore takes more than 1 hour.

**Assess**

Before the session starts, look back in your Progress Book to find your notes about the girls learning to tell the time. Decide on a focus group of girls for the Learning Assistant to work with during this session. Ask her to feedback to you with what the girls were able to do. If you do not have a learning assistant, you can do this yourself.

**Reflect**

This session is a bit different from the time sessions we have done before. The focus is on solving problems with time, rather than telling the time. I will need a new section in my Progress Book for this.
Unit 5: Session 2

Literacy activity 5.2: Working with a short factual text

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in reading, understanding and creating short factual texts
- To work with useful everyday words and phrases
- To think about managing time

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. Ask the girls to look again at the unit story on page 46. Ask them to summarise what happened. They should do this in pairs, and create a summary in one or two sentences. Ideally, they will write this in the pages at the back of the workbook. For example: *Vimbai couldn’t go to a MOPSE-SAGE session because she had too many chores, so her friends came to her home and helped her.*

2. Turn to part F on page 50. Read through the list of activities. Check understanding of each one. Ask volunteers to mime doing each activity.

Guided work

15 minutes

1. Still in their pairs, the girls go through the activities, and discuss how long they think each one will take. When they have done this, the pairs add all the times together (using numeracy skills).

2. Invite pairs to share their total times. Are the totals similar or very different? If they are very different, discuss any difference of opinion about how long the activities take.

Assess

In this (and any other speaking activity) while they are speaking, listen to the girls’ pronunciation of English. Is it clear and accurate enough that any English speaker could understand it? If not, they may need to practise saying words with accurate pronunciation.
Until now, I hadn’t thought much about how much time I was spending on chores at home. It made me think about how to plan my time, so I have the time I need for other things like learning and working to make a good future for myself.

Learning English activity 5.2: Write your list of activities

15 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in reading, understanding and creating short factual texts
- To work with useful everyday words and phrases
- To think about managing time

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Independent work

1. Turn to part G. Ask the girls to make a list of activities, similar to Vimbai’s list on the previous page. However, their list can include other activities (not just chores around the home), like coming to MOPSE-SAGE sessions. Also it should cover the whole week, not just one day. They should also think about how much time they spend on each activity.
2. This is an individual task, but ask the girls to work in pairs, so they can help each other. Visit them while they do it, and give help and encouragement where it is needed.
3. Have a brief whole-group discussion about the total times that the girls have come up with. How much free time do they have? What do they do with that free time?
Assess

This activity may help you to find out about which girls are expected to do a lot of chores at home, and may help explain why they are missing sessions or not doing the at-home tasks. Girls in this situation may need extra help and support to keep them from falling behind the progress of the others.

Reflect

Some of the activities that were in the girls’ lists surprised me. I learned something about their lives outside the sessions today. Knowing a little more about them as people can help me in my role as an educator.

Numeracy activity 5.3: Would you rather …?

10 minutes

Plan

Write the learning objective on the board.

Learning objective

- To use known number skills in real-life contexts

You will need:

✓ ‘A’ and ‘B’ signs for each side of the room.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

10 minutes

1. Point to the signs on each side of the room. Say you are going to give the girls two choices – A or B. When you say ‘Go!’ they should go and stand by the option they have chosen. Explain that not all the questions have ‘correct’ answers.

2. Give the girls a moment to consider each question. After each go, choose one girl who has stood on each side of the room. Ask her why she made that choice.

- Would you rather have (a) 7 bags of 5 apples or (b) 3 bags of 12 apples?
- Would you rather walk (a) 2000 m or (b) 1.5 km?
Module 2b

- Would you rather have (a) 13 $5 notes or 33 $2 notes?
- Would you rather (a) walk 1500 m then ride in a cart for 1600 m or (b) walk 1300 m then ride in a cart for 1800 m?
- Would you rather be given (a) $50 today or (b) $5 a week for 10 weeks?

3. There is no ‘correct’ answer for the fourth and fifth questions. Sometimes it is hard to make decisions, we have to consider lots of different things. And what is a right decision for you might not be right for someone else.

Assess
Notice the girls who struggle to choose, they may need extra support later in the session.

Reflect

I had some girls work in pairs if they were finding making a choice hard. I challenged other girls to think of different ‘would you rather’ questions to ask the others.

Numeracy activity 5.4: Time is money
50 minutes

Plan
Write the learning objectives and key vocabulary on the board.

Learning objectives
- To consider financial options and make informed business decisions (financial literacy)
- To use known number skills in real-life contexts

Key vocabulary
profit, loss, income, expenditure

You will need:
✓ to check local prices for animal feed and cow's milk; write these on the board
✓ to write: You have 10 goats and each goat gives 3–4 litres of milk a day on the board.
Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

10 minutes

In this session, you need to give the girls time to discuss their ideas. There are no fixed answers to many of the questions, but they will help the girls understand things to consider when running a business.

1. Remind the girls about Vimbai’s baby goat, and the market research about goat’s milk. Ask them to imagine they are starting a business selling goat’s milk with a herd of 10 goats. Each goat gives 3–4 litres of milk per day.
2. Explain that there are many questions to answer before starting a business. The first questions help decide whether you will make a profit or a loss.
   - What costs will there be? (for example, food for the goats)
   - How much milk will you sell a day if you have 10 goats?
   - How much will you charge per litre for the milk? If you sell all your milk, how much money will you make each day?

Independent work

10 minutes

1. Put the girls in groups of four to six and ask them to turn to page 53 of their workbooks.
2. Give them 10 minutes to discuss questions a, b, c and d. They should make a table to show their suggested income and costs to see if they will make a profit.

Guided work

15 minutes

1. Ask some groups to share their ideas. Did the groups make a profit? How much? Did any make a loss? What could they change to avoid the loss? If they made a profit, how much? Enough to buy food for a meal? More? Less?
2. Say that it is important to know that their time is valuable. If they are working all day and not making enough money to buy food for a meal, they would be better off working for someone else and being paid. To find out if the time spent makes it worthwhile, they need to ask some more questions.
   - What jobs will you need to do every day? How long will each job take? How many hours is that altogether?
   - Compare income with the number of hours. Is it a good business plan? (Is it more or less than they would earn working for someone else?)

Independent work

15 minutes

1. Ask the girls to go back into their groups.
2. Read question 2 parts a and b together to make sure they understand the questions before answering them.
3. After 10 minutes, come together and lead a discussion about whether they would advise anyone to start a business selling goat’s milk.

Assess

There are two areas to assess. You may need to start a new page in your Progress Book for financial literacy if you have not already done so. As the girls are working together, notice and note those who have (1) understood the importance of making sure a business will make a profit before starting up and (2) understood that their time is a valuable asset.

The girls will also be practising the budgeting skills they learned in Units 3 and 4. Look in your Progress Book to see which the girls you noticed were finding it hard – go to them first to see if they need extra support.

Reflect

I had not thought about the time I might spend working on my business. I can see that if I am working all day and only making a few cents, I may as well work in my Auntie’s kiosk and have a wage, even if it’s a small one!

Learner’s Self-Study Workbook

5 minutes

1. Ask the girls to read the Unit 6 story and answer the questions about the text at home if they can.
2. Invite them to do the writing activity in part H.
Unit 6: It’s time for a sight test

You may have girls in your hub with visual impairments or with albinism. Be sensitive to their needs when you introduce the unit story. It is important that all girls are accepting of each other, and that includes the adults too.

Learning objectives

**Literacy/Learning English**
- To listen to and understand a story in the home language
- To respond to questions about the text
- To read and understand a story in English and write answers to questions about it
- To develop knowledge of basic punctuation marks
- To develop skills in reading and writing texts in English and home language
- To develop skills in reading, understanding and creating short factual texts
- To work with useful everyday words and phrases
- To learn about organisations that help people with disabilities
- To develop skills in working out the meanings of unfamiliar words from their context
- To develop skills in reading and understanding real-world texts

**Numeracy**
- Understanding operations
- Solving number operation problems
- Solving number operation problems (2 operations)
- Understand how to use multiplication to increase the size of objects

<table>
<thead>
<tr>
<th>Subject and activity number</th>
<th>Activity</th>
<th>Time (mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy 6.1</td>
<td>The unit story</td>
<td>30</td>
</tr>
<tr>
<td>Learning English 6.1</td>
<td>Punctuation</td>
<td>30</td>
</tr>
<tr>
<td>Numeracy 6.1</td>
<td>What operation?</td>
<td>10</td>
</tr>
<tr>
<td>Numeracy 6.2</td>
<td>Function machines</td>
<td>30</td>
</tr>
<tr>
<td>Numeracy 6.3</td>
<td>Double functions</td>
<td>20</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy 6.2</td>
<td>Working with a short factual text</td>
<td>40</td>
</tr>
<tr>
<td>Learning English 6.2</td>
<td>Working out meanings from the context</td>
<td>15</td>
</tr>
<tr>
<td>Numeracy 6.4</td>
<td>More double functions</td>
<td>10</td>
</tr>
<tr>
<td>Numeracy 6.5</td>
<td>Magnifying</td>
<td>50</td>
</tr>
</tbody>
</table>
Unit 6: Session 1

Literacy activity 6.1: The unit story

30 minutes

Plan
Write the learning objectives and key vocabulary on the board.

Learning objectives

For all girls:

- To listen to and understand a story in the home language
- To respond to questions about the text

Some girls will be able:

- To read and understand a story in English and write answers to questions about it

Key vocabulary

blackboard, eyesight, weak, albinism, (pair of) glasses, eye test, van, receive, powerful, protect

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Follow the instructions given in Units 1 and 2.

Assess

Choose six different girls to tell you the answers in their home language or English. They must tell why/how they know that is the correct answer by referring back to the text. Record in your Progress Book the girls' achievement.

Answers for Unit 6: C 1 Her eyesight is weak, 2 She has albinism, 3 To do sight tests for the girls, 4 She tested the girls' sight, and gave glasses to the girls who needed them, 5 Four (Thandiwe and three others); D albinism, 2 weak, 3 eyesight, 4 glasses, 5 van
Module 2b

Additional activity

Here is an additional activity you can use if there is time. In pairs, the girls act doing a sight test. One girl gives the sight test, and the other takes it, reading the letters aloud. Then they swap roles and repeat. You can copy this chart onto the board/flipchart. The girls can copy their own versions, or just use the one that you have written.

Reflect

The girls enjoyed acting the sight test. It only took a few minutes and it was fun. It also had a serious learning purpose. Some girls did not really know what a sight test was, and it helped them to understand. Also, of course, it gave them practice in saying the letters of the alphabet.

Learning English activity 6.1: Punctuation

30 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop knowledge of basic punctuation marks
- To develop skills in reading and writing texts in English and home language

Do

Point to the learning objectives and tell the girls what they are learning in this activity.
Module 2b

**Guided work**

15 minutes

1. The girls open their workbooks at page 58, part E. Lead the girls in reading the first sentence aloud. Then they find that sentence in the story, and write it with the correct punctuation.

2. Ask them the purposes of the capital letter and the full stop. (*They begin and end sentences.*)

3. Repeat with the second sentence. Ask the purposes of the quotation marks and the question mark. (*The quotation marks show the words were said by a person, the question mark shows it’s a question.*) Remind the girls that people’s names (in this case Thandiwe) begin with capital letters.

4. Repeat with the third sentence. Ask the purpose of the apostrophe in *That’s.* (*It shows that two words are joined together, and a letter is missing – in this case *That* is has become *That’s.*)

5. Repeat with the fourth sentence. Ask the purpose of the comma. (*It divides the ideas in the sentence, so it is easier to read.*)

6. Repeat with the fifth sentence. Ask the purpose of the exclamation mark. (*It shows that something is important, said loudly or a joke.*) Remind the girls that ‘I’ always needs to be a capital letter.

**Versions from the text:**

They were at the front of the room.

“What did she write?” Thandiwe asked.

“That’s why you always sit at the front.”

After the van left, Thandiwe joined her friends again.

“Now I can see your faces more clearly!”

**Independent work**

15 minutes

1. In pairs, the girls look at the bottom part of the page, and discuss when capital letters and each of the punctuation marks are used.

2. The pairs find more examples of each punctuation mark in the story. Girls who finish quickly could also look in one or more of the other stories.

3. Invite pairs to share what they found, so that you cover at least one more example of each punctuation mark in the story.

4. **At-home activity:** Encourage the girls to look for examples of these punctuation marks and uses of capital letters in the reading texts at the back of their workbooks.

**Assess**

As learners move from reading single words and short phrases to reading whole texts, they need to understand basic punctuation. Observe how confident the girls seem with this.
Which girls found this activity easy, and just revision of what they already knew? Which girls seem to be still learning the correct use of these punctuation marks? Record your observations in your Progress Book.

Reflect

I noticed very mixed levels of existing knowledge with this activity. For some girls, there was very little new for them to learn. But other girls seemed to be thinking seriously about the correct use of some of this punctuation for the first time. I will give some extra help with punctuation to those girls.

Numeracy activity 6.1: What operation?

10 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- Understanding operations

Key vocabulary

number sentence, operation

You will need:

✓ a set of big number cards (0–9)
✓ a set of +, −, ×, ÷, = and ? cards.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. Explain that the signs in a number sentence are called ‘operations’.
2. Show the learners the following arm signs, so they can tell you which operation they think goes in the number sentences.
**Module 2b**

- **add / plus**
  (arms crossed vertically and horizontally)

- **take away / subtract**
  (one arm held out straight)

- **times / multiply**
  (arms crossed)
Module 2b

**divide**
(point to top then bottom of arm held horizontally)

3. Practise by holding up different signs for the girls to make the right action.
4. Ask volunteers to stand at the front holding \(7 \times 5 = 2\). The other girls use their arms to show the operation they think replaces the question mark.
5. Rearrange the standing girls so it reads $5 \div 2 = 7$. Ask the other girls to show the operation with their arms.

6. Ask a volunteer to rearrange the numbers to make another number sentence (either $7 \div 2 = 5$ or $2 \times 5 = 7$).

7. Repeat using different sets of numbers. Make sure you include some multiplication and division number sentences. If you have high-achieving girls, try using some two-digit numbers.

**Numeracy activity 6.2: Function machines**

*30 minutes*

**Plan**

*Write the learning objective and key vocabulary on the board.*

**Learning objective**

- Solving number operation problems

**Key vocabulary**

operation, function

**You will need:**

- a cardboard box with the back taken out, a slot in each side and a face drawn on the front
- cards to write numbers on
- 1–20 number cards.

**Do**

*Point to the learning objective and tell the girls what they are learning in this activity.*

**Guided work**

*15 minutes*

1. Put your box on a table. Say this is Freda the Function Machine. She loves taking in numbers, changing them (performing a function) then popping them out the other side.

2. Lay out the number cards.

3. Ask a girl to put 6 in one side.

4. Push a 12 card out the other side of the box. Ask the girls what Freda could have done with the number.

5. Some girls may say ‘added 6’. Others may say ‘multiplied by 2’. Ask how they can find out which function Freda performed. *(Try putting a different number in).*

6. Ask a girl to choose a number to put in. Add 6 to the number that went in and push the total out the other side. What did Freda do to the number? *(She added 6).*
Module 2b

7. Repeat twice more, with the functions ‘+10’ and ‘x5’. Ask different girls to choose numbers to put in.

**Independent work**

**15 minutes**

1. Girls can play this game in groups of two to four. They can also play at home with their family.
2. Ask the girls to turn to the function machine on page 61 of their workbooks.
3. Go through the instructions for the game:
   - Think of a function for your function machine (but do not tell anyone).
   - Tell the other players two pairs of numbers that go in and out of the function machine. (For example, if you are thinking of x3, you could say in:4, out:12 and in:3, out:9)
   - The other players try to guess what the function machine did to the number.
   - If someone guesses, they have the next turn. If they do not guess, give them another pair of numbers that go in and out of the machine.

**Assess**

Which girls guess the function quickly? Make a note in your Progress Book. Which girls are not really joining in? Make a note to check on them in Numeracy activity 6.3.

**Reflect**

The girls really got involved in guessing the function. It is a lovely way of getting them to think differently about numbers.

**Numeracy activity 6.3: Double functions**

**20 minutes**

**Plan**

*Write the learning objective and key vocabulary on the board.*

**Learning objective**

- Solving number operation problems (2 operations)
Module 2b

Key vocabulary

function

You will need:

✓ your function machine box
✓ sticky notes.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

5 minutes

1. Say that sometimes Freda performs more than one function to the number. For example, \( \times 5 \text{ then } -4 \). Stick a card on the front of the machine that says ‘\( x5 \text{ then } -4 \)’.
2. Ask the girls to write on their chalkboards a pair of numbers that would go in and out.
3. When you say, ‘Show me,’ all the girls hold up their boards.
4. Choose some of the pairs of numbers on the girls’ boards and test them.

Independent work

15 minutes

1. Ask the girls to turn to page 62 of their workbooks.
2. Read through the questions with them to check they understand what to do, then ask them to work on the questions on their own for 10 minutes.
3. Ask them to join in groups of four/five to discuss their answers together.

Assess

Did you check on the girls you had noted down in Numeracy activity 6.2? Were they quiet because they are shy or because they did not understand? After you worked with them, did they seem more confident? Make a note to check on them next time, to see if they still remember.

Reflect

Putting numbers in and out of Freda really made me think about what happens when you add, take away, multiply or divide a number. I began to see some patterns that made it quicker to think of numbers to go in and out.
Unit 6: Session 2

Literacy activity 6.2: Working with a short factual text

40 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in reading, understanding and creating short factual texts
- To work with useful everyday words and phrases
- To learn about organisations that help people with disabilities

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

20 minutes

1. Ask the girls to look again at the unit story on page 55 in their workbooks. Ask them to summarise what they can remember about Thandiwe. \(\text{She has albinism, and because of this she has problems with her eyesight.}\)
2. Turn to part F on page 59. Read aloud the text about CBM while the girls follow on the page. Repeat this if you think it is necessary.
3. Read through the three questions below the texts. In their pairs, the girls decide the answers to the questions for CBM. Then invite pairs to share their answers with the group.
4. Repeat the process for the other two organisations.

Independent work

20 minutes

1. Still in their pairs, the girls follow the ‘Drama’ instructions at the bottom of the page. Visit the pairs while they do this, and give help and encouragement to anyone who needs it.
2. If time allows, invite one of the most successful pairs to repeat their drama for the group.

Assess

The texts in this activity are fairly simple, but they are moving closer to real-world texts that can be found in newspapers, on the internet etc. Notice how the girls respond to them. Who found them easy to read? Who struggled? Did many of the words seem unfamiliar to them? Make a note of your observations in your Progress Book.
Reflect

I have a hearing impairment. This activity made me want to find out more about organisations that help people like me.

Learning English activity 6.2: Working out meanings from the context

15 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in working out the meanings of unfamiliar words from their context
- To develop skills in reading and understanding real-world texts

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Independent work

1. Turn to part G on page 60. Working in pairs, the girls decide answers to the question given in the instruction.
2. Invite pairs to share their answers. Discuss the meanings further to make sure that everybody has fully understood them.
3. Invite the group to discuss situations when they might need to work out the meaning of a word from the context of the situation. (For example, reading a newspaper, finding information on the internet, filling in a form.)

Definitions:

prevent: stop something from happening
cure: end an illness or other medical problem for somebody
healthcare: visiting clinics, going to hospital, visiting dentists, getting medicines and everything else you need to do if you have a health problem
eye care: getting your eyes checked and tested, and getting glasses if you need them
Assess

Visit the pairs and notice which girls were able to do this activity with confidence (perhaps because they already knew some of the words) and which struggled. If they struggled, look at the pairings of the girls. You may want to change these for the next time, so different girls work together who may be better able to help each other.

Reflect

I remember reading things when I was a teenager. I often came to a word I didn’t know. Then I tried to work it out from the context of what I was reading. It wasn’t always possible, but often it was possible. And from then onwards, I knew the meaning of that word.

And of course, looking up words in a dictionary is an excellent way to learn new meanings. I’ve got a dictionary at home. I’ll bring it to the hub in future sessions. Then I can offer it to girls to look up words for themselves.

Numeracy activity 6.4: More double functions

10 minutes

Plan

Write the learning objectives on the board.

Learning objective

- Solving number operation problems (2 operations)

You will need:

- the function machine that you made for Session 1.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. Say that today the function is ‘x10 then -3’.
2. Ask the girls the following questions. They can discuss with a partner and use their chalkboards.
Module 2b

- 7 goes into the function machine. What comes out?
- 12 goes into the function machine. What comes out?
- 2,1 goes into the function machine. What comes out?
- 27 comes out of the function machine. What went in?

Assess
Note any girls struggling with double functions.

Reflect

I liked doing this again, I was so much quicker this time!

Numeracy activity 6.5: Magnifying

50 minutes

Plan
Write the learning objectives on the board.

Learning objectives
- Understand how to use multiplication to increase the size of objects

Key vocabulary
enlarge, magnifying glass

Do
Point to the learning objective and tell the girls what they are learning in this activity.

Guided work
20 minutes

1. When words are printed in a book, they have a ‘font size’. Can you find any examples in the workbook where different font sizes are used? When using a computer, letters can be made larger by increasing the font size. This is like putting letters into a function machine and the computer makes the letters bigger.
2. Turn to page 62 in the workbook.
3. Ask each girl to estimate the font size of the large letters in the last column. They can use this estimation to check their answers in the next step.
4. Organise the girls in pairs. Ask the girls to now calculate the font sizes of the large letters in column 3 on their own then share answers with their partner. Did they get the same answers? Did they use the same method?
5. Look out for two different ways of working out $16 \times 4$. Ask the girls to show these different methods on your chalkboard. Repeat for $23 \times 5$.

**Independent work**

25 minutes

Tell the girls that a magnifying glass is used to make a larger image of an object. This makes it easier for girls who are visually impaired to see something. Magnifying glasses have different magnifying power. The lowest magnifying power of a magnifying glass is $x \ 2$. It is also possible for a magnifying glass to make an image six times as big.

Tell the girls they can think of a magnifying glass as being like a function machine. Measurements go into the function machine and they are made bigger.

1. Turn to page 63 in the workbook
2. Read through the 'Magnifying letters' task with the girls and check they understand what to do. They will need to count the squares to find the length of each part of the letter, then double or triple it in their drawing. Make sure the girls understand that the first part of the magnified letter has already been done for them. (They may need to remember this when they come to draw the new height of the magnified letter.)

**Assess**

5 minutes

Ask the girls to count the squares to work out the area of each shape. What they notice about the area of the original shape and the area of the enlarged shape. Ask the girls how many times bigger the area is ($x \ 4$ bigger and $x \ 9$ bigger). Can anyone explain why this happens? Some girls might find this difficult to understand but this is a good way to introduce the concept. Note the girls who grasp this idea quickly.
Reflect

The girls were surprised by the area of the enlarged shapes. They predicted that the area would be twice as big and three times as big.

Learner’s Self-Study Workbook

5 minutes

1. Ask the girls to read the Unit 7 story and answer the questions about the text at home if they can.
2. Invite them to do the writing activity in part H (page 60).
Module 2b

Unit 7: A school uniform for Rudo

Many girls tell us that Chiedza is one of their favourite characters. Some of the girls may want to follow the same path as Chiedza and set up their own business. This story introduces another pathway, as Rudo wants to return to school.

Learning objectives

Literacy/Learning English
- To listen to and understand a story in the home language
- To respond to questions about the text
- To read and understand a story in English and write answers to questions about it
- To develop knowledge of the relationships between letters and sounds
- To develop knowledge of some words with ‘tricky’ spellings
- To develop vocabularies in English
- To develop the ability to scan a text to search for a word.
- To develop skills in reading, understanding and creating short factual texts
- To work with useful everyday words and phrases
- To learn about health issues
- To work with useful words and phrases
- To read longer words by breaking them up into syllables
- To work out the meanings of unfamiliar words from the context

Numeracy
- To find a remainder after division
- To find out more about how numbers work together
- To look for the best way to find the answer when dividing
- To divide three- and four-digit numbers by a single digit
- To practise division of three-digit numbers by a single digit

<table>
<thead>
<tr>
<th>Subject and activity number</th>
<th>Activity</th>
<th>Time (mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy 7.1</td>
<td>The unit story</td>
<td>30</td>
</tr>
<tr>
<td>Learning English 7.1</td>
<td>Find, write and say the words</td>
<td>30</td>
</tr>
<tr>
<td>Numeracy 7.1</td>
<td>Finding remainders</td>
<td>20</td>
</tr>
<tr>
<td>Numeracy 7.2</td>
<td>Division decisions</td>
<td>40</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy 7.2</td>
<td>Working with a short factual text</td>
<td>30+</td>
</tr>
<tr>
<td>Learning English 7.2</td>
<td>(follow-on task)</td>
<td>20</td>
</tr>
<tr>
<td>Numeracy 7.3</td>
<td>Dividing three- and four-digit numbers</td>
<td>45</td>
</tr>
<tr>
<td>Numeracy 7.4</td>
<td>The greatest quotient game</td>
<td>15</td>
</tr>
</tbody>
</table>
Module 2b

Unit 7: Session 1

Literacy activity 7.1: The unit story

30 minutes

Plan
Write the learning objectives and key vocabulary on the board.

Learning objectives
For all girls:
- To listen to and understand a story in the home language
- To respond to questions about the text

Some girls will be able:
- To read and understand a story in English and write answers to questions about it

Key vocabulary
school uniform, business, wedding dress, specialise, go back

Do
Point to the learning objectives and tell the girls what they are learning in this activity.

Follow the instructions given in Units 1 and 2. There is also an extra activity this time – part E. The girls work in pairs, and write a notice offering to make wedding dresses for customers. Any girls who cannot do it in writing can compose a message orally instead.

Answers for Unit 7: C 1 False (They are speaking on the phone), 2 False (Business is slow), 3 True, 4 True, 5 False (She thinks they cannot do it well), 6 False (She hasn't started yet), 7 True; D c

Assess
Before the session, choose three pairs of girls. During Independent work, sit with one pair of girls. Ask one girl to read a sentence, then the next girl. Record their achievement in your Progress Book. Then listen to the next pair and then the next pair, so that you have listened to six girls. This is a quick activity – make it fun for the girls.
Learning English activity 7.1: Find, write and say the words

30 minutes

Plan
Write the learning objectives on the board.

Learning objectives
- To develop knowledge of the relationships between letters and sounds
- To develop knowledge of some words with 'tricky' spellings
- To develop vocabularies in English
- To develop the ability to scan a text to search for a word.

Do
Point to the learning objectives and tell the girls what they are learning in this activity.

Guided/Independent work

Part 1
15 minutes

1. The girls open their workbooks at page 68, part F. Focus on the first word (___one). Ask the girls to work in pairs and find the full word in the story (phone). Say the word together, and check understanding of the meaning. Explain, demonstrate or translate if necessary.
2. Repeat with two or three more words.
3. The girls work in pairs. They continue the process independently, and find the remaining words.
4. Invite pairs to share their results. For each word, say the word together, and check understanding of the meaning. Explain, demonstrate or translate if necessary.

Answers: F phone, quite, slow, street, start, going, school, near
Guided/Independent work

Part 2

15 minutes

1. Move on to the second part of activity F. Focus on the first word (young). Ask the girls to work in pairs and find the sentence in the story. (*Chiedza was still working with some other young women to make clothes.*) Say the sentence together, and check understanding of the meaning. Explain, demonstrate or translate if necessary.

2. Repeat with two or three more words and their sentences (*women* is in the same sentence as *young*). Then pairs continue, and find the remaining sentences.

3. Invite pairs to share their results. For each word, say the sentence from the story together, and check understanding of the meaning. Explain, demonstrate or translate if necessary.

The sentences from the story:

Chiedza was still working with some other young women to make clothes.

“How’s the business going?” Vimbai asked.

We can do it very well, and we think the other business *can’t*. ....we’ve got less work.

She *wants* to *talk* to you.

“There’s just one problem…,” said Rudo.

“Let me *guess,*” said Chiedza with a laugh.

“But I think we *should* wait until it’s near the time that you start school again. You’ll be a bit taller then, *won’t* you?”

Assess

Scanning a text to find a word is an important reading skill, especially when looking for information in a text. Notice which girls seem to struggle with this. When planning the activities based on the short factual texts in Units 8 and 9 (8G and 9F in the Learners’ Self-Study Workbook) focus on these girls during the Independent work stage or ask the learning assistant to support them.

Reflect

I hadn’t really thought about how looking for a word in a longer text was an essential reading skill, but now I see that it is. I do it almost every day, including when I use the MOPSE-SAGE Session Guide!
Numeracy activity 7.1: Finding remainders

20 minutes

Plan
Write the learning objective and key vocabulary on the board.

Learning objective
- To find a remainder after division

Key vocabulary
remainder

Each group of three will need:
✓ a die.

Do
Point to the learning objective and tell the girls what they are learning in this activity.

Guided work
5 minutes

1. Turn to page 71 in the workbook. Read the problem out loud to the girls:
   Grace, Martha, Ruby and Patience share a bag of 9 marbles equally between them. How many marbles will they get each?

2. Ask the girls to work in pairs to decide on an answer.
3. Explain that there is one marble left over – this is called the ‘remainder’.

Independent work
15 minutes

1. Organise the girls into groups of three, with a copy of the 1–50 grid on page 71 between them.
2. Each girl puts their counter or stone on number 1.
3. They take it in turns to throw a dice and move their counter forwards.
4. They decide whether to divide the number they land on by 4 or by 6. If she lands on 1, 2 or 3 they just have to wait!
5. Their score is the remainder (so they want the biggest remainder possible). For example, if they land on 6 they should divide by 4 as when 6 is divided by 4 the remainder is 2 (6 divided by 6 has no remainder so she would score zero!).
6. When the first girl reaches 50 on the grid, the game is over. Whichever player has the highest score at that point, wins.

Assess
Watch and listen as the girls play. Note any girls having difficulty with the division – they may need extra support.
I got really fast at doing these in my head. You have to be careful which number to pick if you want to get the highest score you can!
Numeracy activity 7.2: Division decisions

40 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To find out more about how numbers work together
- To look for the best way to find the answer when dividing

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

20 minutes

1. Turn to page 71 in the workbook. Ask the girls to look at the first question.

   - Ask what the girls notice about each pair of questions. (Each pair is divided by the same number.)
   - Ask the girls to estimate which answer in each pair will be bigger. Can they explain why? (If they are divided by the same number, the question with the larger amount will have the larger answer.)

2. Now ask the girls to look at question 2:

   - Ask what the girls notice this time. (This time, the number that is being divided is the same.)
   - Ask them to estimate the bigger answer and explain why. (If the amount is the same, then the question that is divided by the smaller number will have the bigger answer.)

3. Now ask the girls to look at question 3:

   - Ask what the girls notice this time. (The numbers that are being divided are not the same and the numbers they are being divided by are not the same.)
   - Ask them to estimate the bigger answer, and check by looking at Martha’s solution.
   - Can they explain to their partner how Martha has worked out each answer?

4. Now ask them to look at Grace’s method:

   - Can they explain to their partner how Grace has worked out each answer?
   - What is the same about Martha and Grace’s methods?

5. Now ask them to look at Ruby’s method:

   - Can they explain to their partner how Ruby has worked out each answer?
Module 2b

6. Ask the girls: ‘Which method do you prefer and why?’

**Independent work**

20 minutes

1. Read through question 4 on page 74 together to check the girls understand, then ask them to work in pairs to answer the questions.
2. Five minutes before the end, come together to discuss answers.

**Assess**

Notice which girls used the ‘bus stop’, array and number line methods. Did any girls use different strategies to answer the questions? Next time you work on division, pair these girls with ones who are struggling – they will be able to help each other!

**Reflect**

I like using arrays because I can see how division is the opposite of multiplication.
Unit 7: Session 2

Literacy activity 7.2: Working with a short factual text

30+ minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in reading, understanding and creating short factual texts
- To work with useful everyday words and phrases
- To learn about health issues

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

15 minutes

1. Ask the girls to look at the picture of the mask with part G on page 69 of the workbook. Ask them to share their ideas about reasons for wearing masks. Then ask them to suggest who makes the masks they have seen and perhaps used themselves.
2. Read through the text while the girls follow on the page. Repeat at least once – although it is short, it is quite a difficult text.
3. The girls work in pairs. Read all the questions from instruction 1 aloud, but don’t ask for answers. The girls decide their answers in their pairs. Then invite pairs to share their answers with the group.

Independent work

15 minutes (or more, if part 3 generates a lot of discussion)

1. The girls continue to work in pairs. For instruction 2, one girl takes the A role, and the other takes the B role. Visit the pairs while they do this. Offer help and encouragement to anybody who needs it.
2. Repeat the process for instruction 3. This time, the partners switch so the girl who had the A role before now has the B role.

Assess

Being able to speak and express yourself with confidence is an important life skill. Which girls seem shy and lacking in confidence with this? Could you do more to make sessions a safe, supportive place where girls feel relaxed and comfortable, and therefore willing to express themselves?
Learning English activity 7.2: (follow-on task)

20 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in reading, understanding and creating short factual texts
- To work with useful words and phrases
- To read longer words by breaking them up into syllables
- To work out the meanings of unfamiliar words from the context

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. Turn to part H. Lead the girls in reading and saying the individual sounds of the first word (pan-dem-ic). Then lead them in reading and saying the whole word. Check their pronunciation of the whole word. This includes putting the word stress on the correct syllable: pandemic.
2. Check their understanding of the word’s meaning. Explain, demonstrate or translate the meaning if necessary.
3. Repeat the process with the other words. For these words, also check the girls’ knowledge of sounds of the letters in italics in the workbook:

   Word stresses: coronavirus, achievement, international, community.

Note that the sound of t in international is pronounced as sh.
**Module 2b**

**Guided work**

**10 minutes**

1. In the second part of H, read through the four words/phrases and get the girls to practise reading and saying them for pronunciation. But don’t discuss the meanings yet.

2. In their pairs, the girls discuss the meanings of the words. They may already know them, or they may have to work them out from the context of the text. When they have done this, invite the pairs to share their ideas as a group.

**Assess**

The girls may never have heard these words in English, and they may need to learn the pronunciations from you. How accurate is the girls’ pronunciation of the words? Do they put the stress in the right place? Are the vowel sounds correct? Record what you notice in your Progress Book, and give them more practice if it is needed.

**Reflect**

We didn’t know what ‘low income’ meant, but we worked out the meaning from the situation in the text. We both know that some places in Harare and Bulawayo are poor, and projects like this usually work with poor people. So ‘low income’ must mean ‘poor’!

We knew what ‘low’ means, so ‘income’ must mean the money that you have. Then we thought, in… come… ‘Income’ must mean the money you have coming in!
Numeracy activity 7.3: Dividing three- and four-digit numbers

45 minutes

Plan

Write the learning objective on the board.

Learning objective

- To divide three- and four-digit numbers by a single digit

You will need:

- at least 50 one, ten and hundred and some thousand place-value counters. These can be made using small pieces of paper
- a large sheet of paper and a marker
- to practise division before the session so that you are confident with the language.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

20 minutes

1. Turn to page 75 in the workbook. Read the problem out loud:

   Mary is planning a road trip across America. The distance from New York in the east to LA in the west is about 3990 km. Mary is trying to decide if she should take 5 days, 6 days or 7 days for the trip. She wants to know how many km a day she will need to drive if she takes 5 days, 6 days or 7 days.

2. Ask: ‘What kind of calculation is needed?’ (division) How do you know?

3. Remind the girls about using place-value counters to find the answer to decimal and division questions in Module 2a (Numeracy activities 5.2 What is a decimal? Place value counter, 7.4 Money Matters and 9.1 Calculation methods).

4. Make a division chart with place-value counters like the one below to show 3990 divided by 5. Demonstrate using the ‘bus stop’ method and place-value counters like this:
How many groups of 5 thousand are there in 3 thousand?
None. I will exchange the three 'thousands' for 30 'hundreds'.

How many groups of 5 hundred are there in 39 hundred?

There are 7 groups with 4 left over. I write 7 in the 'hundreds' column of the answer line. I will exchange the 4 'hundreds' that are left over for 40 'tens'.

How many groups of 5 are there in 49?

There are 9 groups with 4 left over. I write 9 in the 'tens' column of the answer line. I will exchange the 4 'tens' that are left over for 40 'ones'.

5 3

How many groups of 5 thousand are there in 3 thousand?

None. I will exchange the three 'thousands' for 30 'hundreds'.

How many groups of 5 hundred are there in 39 hundred?

There are 7 groups with 4 left over. I write 7 in the 'hundreds' column of the answer line. I will exchange the 4 'hundreds' that are left over for 40 'tens'.

How many groups of 5 are there in 49?

There are 9 groups with 4 left over. I write 9 in the 'tens' column of the answer line. I will exchange the 4 'tens' that are left over for 40 'ones'.
Module 2b

There are 8 groups with none left over. I write 8 in the ‘ones’ column of the answer line. I can see that my answer is 798.

Independent work

20 minutes

1. The girls use the division charts in the workbook to work out 3990 divided by 6 and 7, and put the answers in the table.
2. Tell the girls that speed limits in America vary from 40 km per hour to 140 km per hour. Mary decides to divide the number of kilometres by 100 to see how many hours driving she would need to do each day. The girls do this and put the answers in the table.
3. Ask: ‘Do you think Mary should take 5, 6 or 7 days for the trip?’

Assess

Look back in your Progress Book to division in Module 2a, Unit 8 Session 1 Which girls have made progress?

Reflect

Back in Unit 8 of Module 2a, I needed to do so much practice to ensure I could describe and explain this method to the girls. I knew that if I said it wrong, it would really confuse them. I am so much more confident with teaching this method of division now. I make sure that I use the language of grouping. This helps the girls to understand.
Numeracy activity 7.4: The greatest quotient game

15 minutes

There may be time to play this game in the session or the girls can play at home.

Plan

Write the learning objective on the board.

Learning objective

- To practise division of three-digit numbers by a single digit

You will need:

- two sets of 0–9 cards (you will need more for more than four players).

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Greatest quotient game

This game is for two or more players. You need two sets of 0–9 digit cards.

1. Each player draws a table like this. They will be dividing a 3 digit number by a 1 digit number.

   ![Table Example]

2. Turn over the top card. Each player writes the digit in any box. Repeat until all the boxes are filled. Remind the girls to think carefully about where they place each digit – the first number is the number they are dividing by.

3. Work out the answer.

   The player with the greatest answer (quotient) wins a point.

Ruby

\[
\begin{array}{cccc}
2 & 7 & 0 \\
\hline
2 & 5 & 4 & 0 \\
\end{array}
\]

Martha

\[
\begin{array}{cccc}
4 & 8 \\
\hline
5 & 2 & 4 & 0 \\
\end{array}
\]

Ruby wins!
Module 2b

Assess
This game enables girls to practise division skills. Watch as they play and support any girls who are struggling.

Reflect

This is great game to know and girls can play it at home, or when they have completed other work as good practice.

Learner’s Self-Study Workbook

5 minutes

1. Ask the girls to read the Unit 8 story and answer the questions about the text at home if they can.
2. Invite them to do the writing activity in part I.
Unit 8: Don’t forget your dreams

Ask the girls in your hub what they want to do when they finish their last MOPSE-SAGE module.

Learning objectives

Literacy/Learning English

- To listen to and understand a story in the home language
- To respond to questions about the text
- To read and understand a story in English and write answers to questions about it
- To develop knowledge of the relationships between letters and sounds
- To develop vocabularies in English
- To develop skills in reading, understanding and creating short factual texts
- To work with useful words and phrases
- To think further about the themes of the unit
- To develop skills in reading, understanding and creating short factual texts
- To think about the features and characteristic of books
- To promote a ‘culture of reading’

Numeracy

- To read, write and order numbers with five digits
- To round numbers to the nearest 1000
- To tell the time to o’clock, half past, quarter to and quarter past
- To tell the time to the nearest 5 minutes
- To write times in digital form

<table>
<thead>
<tr>
<th>Subject and activity number</th>
<th>Activity</th>
<th>Time (mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy 8.1</td>
<td>The unit story</td>
<td>30</td>
</tr>
<tr>
<td>Learning English 8.1</td>
<td>Letters and sounds crossword</td>
<td>25</td>
</tr>
<tr>
<td>Numeracy 8.1</td>
<td>Ordering five-digit numbers</td>
<td>25</td>
</tr>
<tr>
<td>Numeracy 8.2</td>
<td>Collecting for charity</td>
<td>35</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy 8.2</td>
<td>Working with a short factual text</td>
<td>25</td>
</tr>
<tr>
<td>Learning English 8.2</td>
<td>Create a book cover</td>
<td>30</td>
</tr>
<tr>
<td>Numeracy 8.3</td>
<td>Quarter to and quarter past</td>
<td>35</td>
</tr>
<tr>
<td>Numeracy 8.4</td>
<td>Writing the time in different ways</td>
<td>25</td>
</tr>
</tbody>
</table>
Unit 8: Session 1

Literacy activity 8.1: The unit story

30 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

For all girls:

- To listen to and understand a story in the home language
- To respond to questions about the text

Some girls will be able:

- To read and understand a story in English and write answers to questions about it

Key vocabulary

dream (future goal), change your mind, university, tin (can), bury, dig up

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Follow the instructions given in Units 1 and 2. There is an extra activity this time: part E. The girls work in pairs, and write ideas for their dream. Any girls who cannot do it in writing can compose a message orally instead. If any girl cannot think of an idea at the moment, or does not want to share her idea, accept that.

Answers for Unit 8: C 1 true, 2 false (she taught herself), 3 true, 4 false (it was an old tin), 5 true, 6 true, 7 false (a school); D 1 b

Assess

Before the session, choose three pairs of girls. During Independent work, sit with one pair of girls. Ask one girl to read a sentence, then the next girl. Record their achievement in your Progress Book. Then listen to the next pair and then the next pair, so that you have listened to six girls. This is a quick activity – make it fun for the girls.
Reflect

Some of my girls didn’t really know what ‘university’ meant, and I had to explain it. I sometimes have to remind myself how little experience of the wider world some of the girls have.

Some of my girls seemed a little confused about the idea of ‘dreams’. I had to help them to understand that we were talking about things they would like to do in the future as adults.

Learning English activity 8.1: Letters and sounds crossword

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop knowledge of the relationships between letters and sounds
- To develop vocabularies in English

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. The girls open their workbooks at page 83, part F. Focus on clue 1 (snake). Lead the girls in saying each sound separately.
   - Make sure they say only the sounds of the letters, without any extra sounds.
   - Point out that the e is silent. But it changes the sound of the a.

2. Then ask the girls to put the letters in the correct order and say the whole word.
3. Repeat with two or three more clues.
Module 2b

Independent work

15 minutes

1. For the rest of the words, get the girls to repeat the process independently in pairs. They should take in in turns to say the sounds of a word and put them together.
2. When the girls have worked in pairs, go over the rest of the clues with the group. Lead the girls in saying the sounds and then putting them together to make words.
3. The girls complete the crossword puzzle, individually or in pairs. When they have finished, invite the correct solution. For each word, get them to practise the word for pronunciation. Answers: 1 across: snake, 1 down: soap, 2: burger, 3: gate, 4: leaf, 5: fish, 6: straw, 7: jacket, 8: paint, 9: rope, 10: fire, 11: moth

Assess

Notice how easy the girls found it to say the individual sounds of the letters and groups of letters. This is a key reading skill. Do they need more practice? Record your observations in your Progress Book.

Reflect

Four of the words in the puzzle were new to me in English, and I didn’t know how to spell some of the others. I know we learnt the sounds of \textit{oa} and \textit{ur} in sessions before, but I had forgotten them. So, I learnt quite a lot from this simple puzzle!

Numeracy activity 8.1: Ordering five-digit numbers

25 minutes

Plan

\textit{Write the learning objective and key vocabulary on the board.}

Learning objective

- To read, write and order numbers with five digits

Key vocabulary

thousand, ten thousand

Do

Point to the learning objective and tell the girls what they are learning in this activity.
**Module 2b**

**Guided work**

*20 minutes*

1. Turn to page 86 in the workbook and look at the first place-value chart.
2. Organise the girls into pairs
3. Ask the girls to read the three numbers aloud to their partner in words:
   - one thousand
   - ten thousand
   - one hundred thousand.
4. Ask the girls to think of a time where they might have to count to one thousand. For example, when using money.
5. Repeat for ten thousand, one hundred thousand, more than one hundred thousand.
6. Organise the girls into pairs. Ask the girls to read the number 23 187 (the first number on the next place-value chart) out loud to their partner.
7. Ask the girls to write the value of each of the following digits in the number and show you by holding up their chalkboard. Say: ‘*Show me the value of 3.*’
8. Repeat for 7, 8, 2, 1
9. Ask the girls to read the number 46 458 (the second number on the place-value chart) out loud to their partner.
10. Ask the girls to write down the value of each of the following digits in the number and show you by holding up their chalkboard:
   - the digit in the ones column
   - then the digit in the one thousand column, tens column, and tens of thousands column.
11. Ask each girl to write any five-digit number with a 5 in the tens column (for example 34 253) on their chalkboard. Organise the girls into groups of five. Ask them to organise themselves in order from the biggest number to the smallest number. Now ask two groups to get together and check the order. Are they right?

**Independent work**

*10 minutes*

Get the girls to complete the activities in the workbook. Decide how you want to organise them. Do you want them in mixed ability pairs? Or small groups?

**Assess**

Note which girls continue to struggle with place value. Are there particular areas that cause problems?
Reflect

Some girls struggle a little remembering the columns, but practice is improving their confidence.

Numeracy activity 8.2: Collecting for charity

35 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To round numbers to the nearest 1000

Key vocabulary

round

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

20 minutes

1. When Tererai was raising funds for the school the monthly total was shown on a thermometer. The monthly amounts are rounded to the nearest thousand and then shaded in on the thermometer.

2. Turn to page 87 in the workbook. Remind the girls about rounding using the idea of a hill – less than 5 it rolls back to 0, 5 or more it rolls on to 10. The same is true of rounding to the nearest 1000 – less than 500 and you roll back, more and you roll forward.

3. Work through the example for rounding $11 256 to the nearest thousand (page 88).

4. Now turn to the pictures of thermometers on page 89. Look at the thermometer for January. Remind the girls that the goal is $100 000. Count the divisions, each one is $10 000. Estimate where $11 000 is and all shade in January.
Module 2b

5. Work through the February example in the same way.

**Independent work**

15 minutes

1. The girls round the total collected each month to the nearest thousand.
2. They shade in the thermometer for each month.

**Assess**

Say some five-digit number for rounding up or down to the nearest thousand. Ask the girls to point towards the sky if they think the number should round up, towards the ground if they think it should round down. While the girls are playing, watch and listen to see if they are rounding correctly. Record in your Progress Book the girls who are confident.

**Reflect**

I imagine the number is on the hill between the thousands and then think about which way it would roll.

I find it easier to estimate where the numbers are on the number line and see which thousand it is closest to.
Unit 8: Session 2

Literacy activity 8.2: Working with a short factual text

25 minutes

Plan
Write the learning objectives on the board.

Learning objectives

- To develop skills in reading, understanding and creating short factual texts
- To work with useful words and phrases
- To think further about the themes of the unit

Do
Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. Ask the girls to look again at the unit story on page 80 of their workbooks. Ask them to summarise what they have learned about Tererai Trent. They should do this in pairs, and create a summary in three or four sentences. Ideally, they will write this in the pages at the back of the workbook. For example, She did not go to school, but learned to read and write from her brother’s schoolbooks. Her dream was to ... etc.

2. Turn to part G. Ask the girls what they can see in the photo. If they look closely, can they see who wrote the book? What do they think the book is about?

Independent work

15 minutes

1. Read through the text while the girls follow on the page. Repeat at least once – although it is short, it is quite a difficult text.

2. The girls work in pairs. Read all the questions aloud, but don’t ask for answers. The girls decide their answers in their pairs. Then invite pairs to share their answers with the group.

Assess

If time allows during or after the session, ask at least four girls individually to tell you what they have learned about Tererai Trent. This may help you to know whether they are really understanding what they read, or are managing to complete the activities despite not having completely understood the texts. Recording your findings in your Progress Book.
This activity made me want to read Tererai Trent’s book! It may not be possible for me to get that book, but maybe I can find some other books that I’d like to read too.

Learning English activity 8.2: Create a book cover

30 minutes

Plan

Write the learning objectives on the board.

Learning objectives

• To develop skills in reading, understanding and creating short factual texts
• To think about the features and characteristic of books
• To promote a ‘culture of reading’

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Independent work

1. Read through the instruction in part H. Invite ideas for books from the group.
2. Working in pairs, the girls create their ideas for a book. This can be based on one of the ideas from the group, or something different. Visit them while they do this, and check that that they have been able to come up with a usable idea. Help anybody who is having problems with this. They will need a title, and an idea for an illustration (this could be very simple). They can use their names as the authors.
3. The girls create their book covers. Having collaborated on the idea, they now each do their own version in their own workbook.
4. The girls leave their workbooks on their tables, open at that page. They all walk around and look at each other’s book covers.
Assess
One of the aims of teaching literacy is to promote a ‘culture of reading’. When they did this activity, which girls seemed enthusiastic about the idea of books and reading them? Record this in your Progress Book. What other things could you do to promote a culture of reading? For example, ask the girls what other books or stories they would like to read.

Reflect

I think we came up with a great idea for book!
Yes, that’s the kind of book I’d like to read.

Numeracy activity 8.3: Quarter to and quarter past

35 minutes

Plan
Write the learning objective and key vocabulary on the board.

Learning objective
- To tell the time to o’clock, half past, quarter to and quarter past

Key vocabulary
o’clock, half past, quarter to, quarter past

You will need:
✓ two clocks.

Do
Point to the learning objective and tell the girls what they are learning in this activity.
Module 2b

Guided work

20 minutes

1. Explain that the sun only shines on the side of the Earth that it is facing. It is daytime for the parts of the Earth that have the sun shining on them and it is night-time elsewhere. The world is divided into 24 different time zones, one for each hour in a day.
2. Remind the girls of the meaning of am and pm.
3. Turn to page 90 in the workbook. The clocks show the time in Oklahoma in America (where Tererai Trent went to university) and in Zimbabwe.
   - It is pm in Oklahoma, so is it morning or afternoon? What time is it in Oklahoma?
   - It is am in Harare, so is it morning or afternoon? What time is it in Harare?
   - How many hours later is it in Harare? Count on in hours out loud. Note this on the board
4. Say:
   - Tererai gets up at 8 am to have her breakfast in Oklahoma. What time will it be in Zimbabwe? Is that am or pm?
   - Tererai is going to phone her mum in Zimbabwe. If it is 2 pm in Oklahoma, what time is it in Zimbabwe? Is this a good time to call?
5. Tell the girls that your clock shows the time in Oklahoma. They will use the other clock to show the time in Zimbabwe.
   - Set your clock to quarter past four. Ask the girls to make the Zimbabwe time.
   - Repeat for quarter past one, a quarter to two and a quarter to five.

Independent work

15 minutes

The girls can work in pairs or small groups to complete the table in the workbook to show the time in Zimbabwe.

Numeracy activity 8.4: Writing the time in different ways

25 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

- To tell the time to the nearest 5 minutes
- To write times in digital form

Key vocabulary

past, to
Module 2b

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

15 minutes

Reminder: in Module 2a (Numeracy activity 3.1: Time in intervals) you looked at telling the time to the nearest five minutes.

1. Turn to page 90 in the workbooks. Look at the five clocks. Point out that each clock only has a minute hand. The girls have to match each clock with a time by drawing a line between them. Give them time to discuss in pairs before discussing answers.

2. Tell the girls to add the hour hand to show the time on each day.
   - Monday ten minutes past 5
   - Tuesday twenty-five minutes to 3
   - Wednesday five minutes past 8
   - Thursday ten minutes to five
   - Friday 9 o’clock

3. Introduce digital time, like that on a phone. It is important to separate the hours and minutes with : and not confuse it with a decimal.
4. Count around your clock in 5-minute intervals from 0 to 60. The girls can follow in their workbooks. Stop at quarter past and link to 15, and quarter to at 45.
5. Make twenty-five past three on your clock. Explain this is written as ‘twenty-five minutes past three’, or 3:25. Repeat with:
   - twenty minutes past seven (7:20)
   - five minutes past nine (9:05)
   - quarter past ten (10:15).

6. Make ‘twenty minutes to two’ on your clock. Explain this is written as ‘twenty minutes to two’ or 1:40. Repeat with:
   - ten minutes to three (2:50)
   - twenty-five minutes to two (1:35)
   - quarter to four (3:45).

Independent work

10 minutes

Turn to the workbook page 91. Write each time in two different ways.

Assess

Listen in to some conversations and make some notes in your Progress Book about how confident the girls are to talk about telling time. Are there particular times that cause difficulties? Do some girls struggle with time in different formats – analogue time, digital
time or time in words? Make a note of any girls you think are confident in all areas and note which girls may need further support.

Reflect

I thought the girls would find digital times harder than analogue clocks, but for some of them it was easier because you don’t have to say ‘past’ and ‘to’ – you just have to count in 5s. Some of the girls had also seen times written like this on phones.

Learner’s Self-Study Workbook

5 minutes

1. Ask the girls to read the Unit 9 story and answer the questions about the text at home if they can.
2. Invite them to do the writing activity in part 1 (page 84).
Unit 9: Applying for a training course

In addition to setting up a business, or returning to school, some girls may wish to start or apply to join a training course. For some girls this will be new information. This unit story explains some of the application process.

Learning objectives

Literacy/Learning English

- To listen to and understand a story in the home language
- To respond to questions about the text
- To read and understand a story in English and write answers to questions about it
- To develop knowledge of the relationships between letters and sounds
- To develop skills in reading and writing longer words
- To develop vocabularies in English
- To develop skills in reading, understanding and creating short factual texts
- To work with useful words and phrases
- To consider future pathways to an occupation
- To develop skills in reading, understanding and filling in a form
- To work with useful words and phrases for form completion
- To think about how to fill in a form

Numeracy

- To count backwards and forwards in tenths
- To convert between centimetres and millimetres
- To write numbers with two decimal places
- To solve problems with money and length to two decimal places
- To convert between centimetres and metres

<table>
<thead>
<tr>
<th>Subject and activity number</th>
<th>Activity</th>
<th>Time (mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy 9.1</td>
<td>The unit story</td>
<td>30</td>
</tr>
<tr>
<td>Learning English 9.1</td>
<td>Reading longer words</td>
<td>20</td>
</tr>
<tr>
<td>Numeracy 9.1</td>
<td>Counting in tenths</td>
<td>20</td>
</tr>
<tr>
<td>Numeracy 9.2</td>
<td>Measuring in mm</td>
<td>40</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy 9.2</td>
<td>Working with a short factual text</td>
<td>25</td>
</tr>
<tr>
<td>Learning English 9.2</td>
<td>Fill in a form</td>
<td>25</td>
</tr>
<tr>
<td>Numeracy 9.3</td>
<td>Make my number</td>
<td>10</td>
</tr>
<tr>
<td>Numeracy 9.4</td>
<td>Building a sunshade</td>
<td>50</td>
</tr>
</tbody>
</table>
Module 2b

Unit 9: Session 1

Literacy activity 9.1: The unit story

30 minutes

Plan
Write the learning objectives and key vocabulary on the board.

Learning objectives

For all girls:

- To listen to and understand a story in the home language
- To respond to questions about the text

Some girls will be able:

- To read and understand a story in English and write answers to questions about it

Key vocabulary

training course, horticulture, apply (for), place (on a course), fill in a form.

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Follow the instructions given in Units 1 and 2.

Assess

Before the session, choose three pairs of girls. During Independent work, sit with one pair of girls. Ask one girl to read a sentence, then the next girl. Record their achievement in your Progress Book. Then listen to the next pair and then the next pair, so that you have listened to six girls. This is a quick activity – make it fun for the girls.

Answers for Unit 9: C The order is:
1. Vimbai found out about a training course.
2. Vimbai said that if she doesn't get a place she will do something else.
3. Glory said not everybody gets a place on the course.
4. Glory suggested what Vimbai should write on the form.
4. Vimbai finished filling in the form.
D 1 training course, 2 horticulture, 3 apply, 4 form, 5 fill in
‘Horticulture’ was a new word for most of the girls. As it’s quite long and difficult to read, I wrote it on the board first in syllables: *hor ti cul ture*. I got the girls to say each syllable separately, and then say them together as a whole word. Then I wrote it as a single word, and they read and said it again.

**Learning English activity 9.1: Reading longer words**

*20 minutes*

**Plan**

*Write the learning objectives on the board.*

**Learning objectives**

- To develop knowledge of the relationships between letters and sounds
- To develop skills in reading and writing longer words
- To develop vocabularies in English

**Do**

*Point to the learning objectives and tell the girls what they are learning in this activity.*

**Independent work**

1. Unit 7 part H (page 70 in the WB) looked at reading longer words by breaking them up into syllables. Ask the girls to look again at this, and to read and say the words again.
2. Now turn to Unit 9 part E on page 95. Read the instruction to them, and check they understand what they are being asked to do. Then they do the activity, working in pairs if you wish. All the words are in the story, so they only need to find them.
3. Read through the text in Rudo’s voice balloon. The girls follow on the page. Say the words in the gaps slowly and clearly, and repeat if necessary. Then read the whole text again.
4. The girls swap books and check each other’s spellings of the words in the gaps.
5. Get the girls to practise saying the words in the gaps for pronunciation, including the word stresses: training, horticulture, interested, vegetables, everybody, something, different. (Note that in these words the vowel in blue and underlined is often silent: *interested, vegetables, everybody*.)
Assess

Before the session, choose six girls to focus on. As you did for Unit 7 part H, listen for how accurately the girls pronounce the words. Do they put the stress in the right place? Are the vowel sounds correct? Record your findings in your Progress Book. Give more practice if it is needed.

Reflect

In this activity, I gave the girls a little less support than I have for many activities in the past. There was more emphasis on them learning independently. I won’t always be there to help them. It’s good to encourage them to learn independently.

Numeracy activity 9.1: Counting in tenths

20 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To count backwards and forwards in tenths

Key vocabulary

tenth

Each group of four/five will need:

✓ a ball or something to throw.

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

10 minutes

This is a reminder of the work on tenths in Unit 2a (Numeracy activity 5.1: Decimals and fractions – tens, ones and tenths).
Module 2b

1. Point to the green square on page 98 of the workbook. Remind the girls that this is whole shape.

2. Point to the shaded fraction of the second shape and ask the girls what fraction it is. (\(\frac{1}{10}\)) How do they know? (A whole shape has been divided into 10 equal parts and one part has been shaded.)

3. Ask the girls to write the number shown in both shapes as a fraction and a decimal. (1 \(\frac{1}{10}\) and 1.1)

4. Ask: "If we shaded another line of the second shape, what number will we make? How do we write it?" (1 \(\frac{2}{10}\) or 1.2)

5. Can the girls work out the next number in the sequence 1,1, 1,2, 1,3 etc.

Independent work

10 minutes

This is a version of the game ‘Switch’.

1. Organise the girls into groups of four/five and ask them to stand in a circle. Each group will need a ball or something to throw.

2. Tell the girls you are going to start at 3,5 and count in tenths. Throw the ball to a girl and call out ‘3,5’. Ask her to throw it on and call out ‘3,6’. Keep going and ask the girls to join in counting as the ball is thrown.

3. When you get to 4,3 shout ‘switch’.

4. Throw again and switch direction (4,3, 4,2, 4,1 …).

5. At 3,8 shout ‘switch’ and switch direction (3,8, 3,9 …).

6. Continue playing, switching direction.

7. To extend the game, count up and down in 0.2s (0,2, 0,4, 0,6, …).

Assess

Before the session, choose a group of girls to focus on. Use your Progress Book to find a group of girls who found decimals difficult in unit 2a. Observe these girls when they are playing ‘Switch’. If they are still finding decimals difficult, then you should work on tenths with them during the Independent work in Numeracy activity 9.2.

Reflect

I used my Progress Book to find a group of girls who did not fully understand tenths in Unit 2a. When I listened to them playing ‘Switch’, I noticed that they struggled to say the next number after 3.9. I decided to work with them on this in the next activity.
Numeracy activity 9.2: Measuring in mm

40 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To convert between centimetres and millimetres

Key vocabulary

centimetre, millimetre

You will need:

- a lot of pieces of string less than 10 cm long or household objects less than 10 cm
- to draw this version of the place-value chart on the board/flipchart:

<table>
<thead>
<tr>
<th>Tens (cm)</th>
<th>Ones (cm)</th>
<th>Tenths (mm)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

20 minutes

This activity will use knowledge of tenths for measurements.

1. Ask the girls to look at the image of the 10-cm ruler on page 99 of the workbook.
2. Ask: ‘What are the marks without labels?’ Explain they are called millimetres (mm) and are used to measure small things.
3. Ask: ‘How many equal parts is one cm divided into?’ (10 equal parts). Explain that 1 mm is $\frac{1}{10}$ of a cm.
4. Ask: ‘How can 1 cm and 2 mm be written as a decimal?’ (1,2 cm)
   - Ask the girls to write the number onto the place-value chart in their workbooks (page 98).
   - Write the numbers on the place-value chart on the board.
   - Check the girls’ answers match.
5. Repeat for 2 cm and 3 mm (2,3 cm).
6. Ask the girl to point to 2,3 cm on the ruler.
   - How many mm is this? If we count, we can see it is 23mm, but we want to know how to work it out without counting.
We know that 1 cm is 10 mm. So to find how many mm are in 2.3 cm we need to multiply by 2.3 by 10.

- Ask the girls to remind the person sitting next to them how to multiply numbers by 10.
- Put the number 2.3 on the place value board and move each digit one place to the left. $2.3 \times 10 = 23$ mm.
- Check using the ruler.

7. If you need to, do a second example (3.5 cm)
8. Repeat in reverse, this time showing that 54 mm is 5 cm and 4 mm (5.4 cm) by dividing by 10. If you need to, do a second example (46 mm).

**Independent work**

*15 minutes*

1. Give each pair of girls five pieces of string less than 10 cm long.
2. Ask the girls to estimate the length in mm.
3. Then ask them to use the ruler to measure the length to the nearest mm.
4. Finally, ask them to convert the actual answer to cm.

**Assess**

Make comments in your Progress Book for the group you worked with. Has their understanding of decimals progressed?

**Reflect**

I am now more confident that the group of girls that I focused on understand that ten tenths are exchanged for one whole. I used the images in Unit 2a to support some additional work.
Unit 9: Session 2

Literacy activity 9.2: Working with a short factual text

25 minutes

Plan
Write the learning objectives on the board.

Learning objectives
- To develop skills in reading, understanding and creating short factual texts
- To work with useful words and phrases
- To consider future pathways to an occupation

Do
Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work
10 minutes

1. Ask the girls to look again at the unit story on page 92. Ask them to summarise what they have learned about Vimbai’s future plans. They should do this in pairs, and create a summary one or two sentences. Ideally, they will write this in the pages at the back of the workbook. For example: She wants to apply for a place on a horticulture training course, and she has to fill in a form.

2. Turn to part F. Ask the girls to look at the text for about half a minute, and tell them to say what it is about. First, they share their ideas in pairs, then share with the group. (It describes a short course in carpentry.) Check understanding of carpentry. Teach the meaning with an explanation or translation if necessary.

Independent work
15 minutes

1. Read through the text while the girls follow on the page. Repeat at least once – although it is short, it is quite a difficult text.

2. The girls work in pairs. Read all the comprehension questions aloud, but don’t ask for answers. The girls decide their answers in their pairs. Then invite pairs to share their answers with the group.

3. Move on to: ‘Discuss these questions in pairs.’ The girls discuss the questions in their pairs, then share their ideas as a group.

Assess
If time allows during or after the session, ask at least four girls individually to tell you what they have learned about the course described in part F. This may help you to know whether girls are really understanding what they read, or are managing to complete the activities
despite not having completely understood the texts. Record your findings in your Progress Book.

Reflect

It was interesting to think about the possibility of doing a course when MOPSE-SAGE sessions end. I’ll find out what options there may be for me.

Learning English activity 9.2: Fill in a form

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop skills in reading, understanding and filling in a form
- To work with useful words and phrases for form completion
- To think about how to fill in a form

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. Turn to part G (page 97). Read through the list of courses. Ask for suggestions about what people learn in each type of course. Ask for additional suggestions for ‘your idea’.
2. Tell the girls that they must each choose a course, and think of reasons why they would like to do it. Tell them to sit with their eyes closed for at least one minute, and imagine reasons for doing the course.
Independent work

15 minutes

1. The girls complete the form in part G with their details, and the things they thought of with their eyes closed. They can work in pairs and assist each other if you wish. Visit the girls while they work, and give help and encouragement to anybody who needs it.

2. Optional: The girls leave their workbooks open at that page on their desks. Then they walk around the classroom, and read other people’s forms. (But do not do this if you feel that some girls may prefer to keep their personal plans private.)

Assess

This is a good opportunity to assess the girls’ handwriting skills. While you visit them as they work, notice how confidently they are writing. Who is able to do it quickly and with confidence? Who needs to concentrate to form every letter? Record your observations in your Progress Book.

Reflect

It was interesting to watch the girls writing. One of my girls has very untidy handwriting. However, she writes quickly and with confidence. There are some others who form the letters well, but write very slowly. Ideally, of course, I want them to write both clearly and quickly.

Numeracy activity 9.3: Make my number

10 minutes

Plan

Write the learning objective and key vocabulary on the board.

Learning objective

- To write numbers with two decimal places

Key vocabulary

tenth, hundredth
Module 2b

You will need:

✓ to draw this place-value chart on your board:

<table>
<thead>
<tr>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
<th>tenths</th>
<th>hundredths</th>
</tr>
</thead>
</table>

✓ digit cards
✓ to write these three numbers on separate pieces of paper, folded in half so the girls can’t see:

34,56  427,36  245,28

Do

Point to the learning objective and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. Turn to page 99 in the workbook and find the place-value chart.
2. Show the girls the folded paper. Tell the girls they are going to make the hidden number.
3. Read out the following instructions about where to place the digit cards for the first number (34,56). Be sure to read these carefully so girls do not confuse ‘ten’ with ‘tenth’, ‘hundred’ with ‘hundredths’ and so on. :
   - *Put a 5 in the tenths column.*
   - *Put a 4 in the ones column.*
   - *Put a 6 in the hundredths column.*
   - *Put a 3 in the tens column.*
4. Open your piece of paper and show the girls – do they have the same number as you? Read the number out loud.
5. Repeat for 427,36.
6. Repeat for 245,28.

Assess

Note any continuing issues with place value.
Some of the girls were quite confident in this activity, so I asked them to write down numbers and come up with the instructions. They really enjoyed the challenge of this!

Numeracy activity 9.4: Building a sunshade

50 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To solve problems with money and length to two decimal places
- To convert between centimetres and metres

You will need:

- the square metre you made from newspaper in Module 2a, Numeracy activity 6.1
- to draw this table on a small chalkboard:

<table>
<thead>
<tr>
<th>Group</th>
<th>Length</th>
<th>Width</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

30 minutes
Module 2b

1. Tell the girls that six mums and babies decide to build a shady area where they can meet and play. They imagine four poles with a cloth attached (see page 100 in the workbook).

2. Organise the girls into groups of four and go outside.
   • Remind the girls of the activity in Module 2a where they stood on a square metre.
   • Ask the girls in their groups to stand 1 m apart in a square. They will need to estimate a metre.
   • Check their estimates with your square metre.

3. Ask the girls to discuss how big the shade will need to be in square metres for six mums and babies.
   • How long and wide will it be?
   • Remind them that the area is the length times the width.
   • Make a record of their estimates on your chalkboard:

<table>
<thead>
<tr>
<th>Group</th>
<th>Length</th>
<th>Width</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Discuss the range of estimates and agree on one to check. Ask a group of six girls to sit together. Is the size about right? Agree the length and width of the shade.

5. Now they need to think about the poles. Timber is sold in lengths of 1,65 metres or 2,15 metres.
   • Discuss the meaning of 1,65 metres (1 m and 65 cm, or 165 cm) and 2,15 metres (2 m and 15 cm).
   • Ask: ‘Will 1,65 be high enough? Too high, not high enough or about right?’ Measure one or two girls in the group to find out how tall they are in metres and cm.
   • Agree whether the mums should buy the 1,65 metre poles or the 2,15 metre poles.

**Independent work**

20 minutes

1. Remind the girls of the hub dollars that they made.

2. The unit price of the timber poles are shown in the table (workbook page 100).

<table>
<thead>
<tr>
<th>Timber (1,65 m)</th>
<th>H$35,25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timber (2,15 m)</td>
<td>H$42,15</td>
</tr>
<tr>
<td>Cloth (per metre)</td>
<td>H$ 6,25</td>
</tr>
</tbody>
</table>

3. Ask the girls to work in pairs to calculate the cost of four 1,65-m poles. Encourage them to complete the calculation mentally if they can. Remind them of ways in which
they could attempt this. (give examples). Ask them to share their answer in pairs and then check answers with another pair.

4. Repeat for the cost of four 2.15-m poles. They can use any method – mental or written.

5. Repeat for the cloth, using the length and width of cloth decided upon earlier. Again, they can use any method.

6. What is the total cost of the shade?

Assess

In your Progress Book, write down the strategies that the girls used to answer the questions in the Independent work. Did they use written methods in columns, or did they use mental methods and jottings on their chalkboards? Did any of the girls use counters or number lines to help them? Use this information when planning questions for the next session.

Reflect

It was good to see the girls working together to find the answers to the calculations. I was not needed so much to check answers; they did it for themselves with another pair. Next time, I might only give one pencil to each pair to make sure that the girls talk to each other.

Learner’s Self-Study Workbook

5 minutes

1. Ask the girls to read the Unit 10 story and answer the questions about the text at home if they can.

2. Invite them to do the writing activity in part H.
In this final unit, you need to complete the **Numeracy Progress Assessments** for all the girls. If you are working 1-2-1 or in small groups, you will need to allocate enough time for the girls to show you their best work. The assessment should take no longer than 20 minutes. If you are supporting girls on the telephone, refer back to page 3 of this guide **Principles for telephone-based assessment of learning**. To complete the **Literacy/Learning English Progress Assessment**, you will need to see the girls’ individual workbooks.

**Learning objectives**

**Literacy/Learning English**
- To listen to and understand a story in the home language
- To respond to questions about the text
- To read and understand a story in English and write answers to questions about it
- To develop knowledge of some common ‘tricky’ spellings
- To develop skills in reading and writing single words
- To develop vocabularies in English
- To consider information that has been learned in this and previous modules
- To consider pathways after finishing the MOPSE–SAGE programme

**Numeracy**
- To find a remainder after division
- Understand how to use multiplication to increase the size of objects
- Revising multiplying and dividing numbers by 10 and 100

<table>
<thead>
<tr>
<th>Subject and activity number</th>
<th>Activity</th>
<th>Time (mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy 10.1</td>
<td>The unit story</td>
<td>30</td>
</tr>
<tr>
<td>Learning English 10.1</td>
<td>‘Tricky spellings’ word search</td>
<td>25</td>
</tr>
<tr>
<td>Literacy 10.2</td>
<td>What are we going to do next?</td>
<td>15–30</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy 10.1</td>
<td>Remainder game</td>
<td>15</td>
</tr>
<tr>
<td>Numeracy 10.2</td>
<td>Magnify your design</td>
<td>15</td>
</tr>
<tr>
<td>Numeracy 10.3</td>
<td>First to five</td>
<td>15</td>
</tr>
</tbody>
</table>
Module 2b

Unit 10: Session 1

Literacy activity 10.1: The unit story

30 minutes

Plan

Write the learning objectives and key vocabulary on the board.

Learning objectives

For all girls:

- To listen to and understand a story in the home language
- To respond to questions about the text

Some girls will be able:

- To read and understand a story in English and write answers to questions about it

Key vocabulary

application, disappointed, never mind, famous, knowledge, restaurant

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Follow the instructions given in Units 1 and 2 and complete parts A, B, C and D.

Assess

Before the session, choose three pairs of girls. During Independent work, sit with one pair of girls. Ask one girl to read a sentence, then the next girl. Record their achievement in your Progress Book. Then listen to the next pair and then the next pair, so that you have listened to six girls. This is a quick activity – make it fun for the girls. You should now have information on all girls’ reading and reading aloud in English.

Answers for Unit 10: C 1 She didn’t get a place on the training course, 2 Three people applied for every one place on the course, 3 She is going to work with a family who do horticulture in a good, modern way, 4 She said she will buy Vimba’s fruit and vegetables; D 1 disappointed, 2 knowledge, 3 relish, 4 deal, 5 c) A different plan, in case your first plan doesn’t happen
Learning English activity 10.1: ‘Tricky spellings’ word search

25 minutes

Plan

Write the learning objectives on the board.

Learning objectives

- To develop knowledge of some common ‘tricky’ spellings
- To develop skills in reading and writing single words
- To develop vocabularies in English

Do

Point to the learning objectives and tell the girls what they are learning in this activity.

Guided work

10 minutes

1. The girls open their workbooks at page 105, part E. Focus the first word (apple). Lead the girls in saying the whole word. Then ask them to write in the missing letters (the word is highlighted in the puzzle) and say the word again.
2. Repeat with two or three more words. For each of those, ask the girls to find the word in the puzzle.

Independent work

15 minutes

1. For the rest of the words, get the girls to repeat the process independently in pairs. They should take in turns to read and say the words they find.
Module 2b

2. When they have finished, go over the answers, and lead the girls in saying the words.
3. If the girls have not yet found all the words in the puzzle, they can compare their puzzles with others, until everybody has found all the words.

Assess

Notice how familiar the girls seem to be with the words in the puzzle. Who already knew most of them? Who didn’t know many of them? This may help you to judge how much vocabulary in English the girls have. This will be useful when assessing their progress in the Literacy/Learning English Progress Assessment (Appendix B).

Reflect

I already knew how to say most of these words in English, but many of the spellings were new to me. Some of them are strange! Why is there a b at the end of thumb?! But now I will recognise these words if I see them when I am reading.
Literacy activity 10.2: What are we going to do next?
15–30 minutes

Plan
Write the learning objectives on the board.

Learning objectives

• To consider information that has been learned in this and previous modules
• To consider pathways after finishing the MOPSE–SAGE programme

Do
Point to the learning objectives and tell the girls what they are learning in this activity.

Independent work

1. Turn to part F (page 106). Read through the instruction. In pairs, girls share their ideas about what each character may do in the future. In some cases, there has been some information about this in the module. In other cases, they can make guesses.
2. Ask the girls to share their ideas as a group.
3. Tell the girls that they will write down their guesses and that this piece of writing will be assessed.
4. Encourage the girls to do their very best and to include punctuation they know how to use,
5. Note: A reminder that this is not the only piece of writing you will use to assess the girls’ progress in writing.

Character information

Vimbai wants to learn about horticulture, and to start growing fruit and vegetables.
Rudo is Vimbai’s younger sister. She wants to go back to school.
Glory wants to start her own restaurant.
Bethsaida hasn’t said what she wants to do in these stories. Her family has a scrap metal business. Perhaps she will work with that.
Thandiwe hasn’t said what she wants to do next in these stories.
Kiri is Glory’s friend from Mozambique (in Module 2a). She hasn’t said what she wants to do next in these stories.
Zendaya and Precious appeared in Modules 1a–1c. They didn’t say what they wanted to do next.

Progress Assessment

The Literacy/Learning English Progress Assessment asks the girls to demonstrate their skills in independent writing, including handwriting, punctuation and content.
During *Independent work* you can start the Progress Assessment by observing as the girls complete part G. At the end of the session, you will need to ask the girls to leave behind their Learner’s Self-Study Workbooks for you to complete the assessment before the next session. Plan your time so you can complete the assessments before the final session. The girls will need to take their workbooks home after the end of this module.

All girls should try to write in English, but some girls who struggle will need to write in their home language. If a girl has not written enough in this activity, you can look at other writing in her workbook.

**Reflect**

I’ve enjoyed reading about the characters in these modules. I’m looking forward to finding out what they do next!

**Learner’s Self-Study Workbook**

*5 minutes*

Invite the girls to do the writing activity in part G.
Module 2b

Unit 10: Session 2

Numeracy: Progress Assessment

You will carry out the Numeracy Progress Assessment in this final session. Groups of girls can work through the assessment as others work on the independent activities. The assessment should take no longer than 20 minutes. If you are supporting girls on the telephone, refer to page 3 of this guide Principles for telephone-based assessment of learning.

Progress Assessment

20 minutes

1. Ask the girls to attempt the three Progress Assessment problems on page 110 of the workbook.
2. Each problem has three parts. All girls will attempt part 1, some girls will attempt part 2 and some girls will attempt part 3 of each.
3. You need to be able to observe or listen to each girl’s progress.
4. Record her achievement on the Numeracy Progress Assessment form (Appendix C).

Numeracy activity 10.1: Remainder game

15 minutes

Plan
Write the learning objective on the board.

Learning objective

- To find a remainder after division

Do
Point to the learning objective and tell the girls what they are learning in this activity.

Independent work

15 minutes

The girls played this game in Unit 7.

1. Find the 1–50 number grid on page 107 in the workbook.
2. Organise the girls into groups of three.
3. Each girl puts their counter or stone on number 1.
4. They take it in turns to throw the dice and move their counter forwards.
5. They decide whether to divide the number they land on by 3 or by 5.
6. Their score is the remainder.
7. When the first girl reaches 50, the player with the highest score wins.
Module 2b

Numeracy activity 10.2: Magnify your design

15 minutes

Plan
Write the learning objective on the board.

Learning objective

- Understand how to use multiplication to increase the size of objects

Do
Point to the learning objective and tell the girls what they are learning in this activity.

Independent work

15 minutes

1. Find the grid on page 108 of the workbook.
2. The girls should draw a design at the top of the grid. Some examples are shown.
3. They should then magnify their design by either 2, 3 or 4. Remind the girls to check their magnified design will fit before they start. Remind them find the length of each part of their design and multiply it by 2, 3 or 4. Tell them to think carefully if they have a curved shape!

Numeracy activity 10.3: First to five

15 minutes

Plan
Write the learning objective on the board.

Learning objective

- Revising multiplying and dividing numbers by 10 and 100

Do
Point to the learning objective and tell the girls what they are learning in this activity.

Independent work

15 minutes

1. Find the grid on page 109 of the workbook.
2. Make two teams.
3. Pick a girl to be the caller. She calls out a calculation from the list.
4. The first team to find the answer and show it on their grid wins a point. The other team should always check it is right!
5. If a team answers wrongly, the question is offered to the other team.
6. The first team to 5 wins.
7. The girls should take it in turns to be the caller.
8. Tell them that if they run out of questions, they can make up some of their own!
Appendix A: Icebreakers and energisers

1. KANA NDIKADAI

**Objective:** This Shona game teaches leadership and thinking skills. You can sing the words in the home language, in Shona or in English.

1. Move the desks and chairs to the side. Make a space for the girls to stand up.
2. Choose one girl to be the leader. She stands facing the other girls.
3. The girl leader performs a physical movement/action. The other girls copy.
4. While performing the action, she sings ‘Kana ndikadai’ (If I do this) and the rest of the girls answer ‘Zvoshamisa’ (It’s amazing).
5. The girl chooses another action and sings again. When she has no more ideas, she chooses another girl to take over.

The song progresses like this:

Leader: Kana ndikadai (If I do this)
Chorus: Zvoshamisa (It’s amazing)
L: Kana ndikadai (If I do this)
C: Zvoshamisa (It’s amazing)
L: Kana ndikadai (If I do this)
C: Zvoshamisa (It’s amazing)
L: Kana ndikadai (If I do this)
C: Zvoshamisa (It’s amazing)
L: Kana ndikadai (If I do this)
C: Zvoshamisa (It’s amazing)

The game continues until ten girls have had a turn. Remember to choose different girls the next time you play.

2. SAGE, SIMBA, MASIMBA

**Objective:** Thinking in multiples of 3, 5 and 10.

1. The girls stand or sit in a circle and count in fives in turn.
2. Count round the circle in threes.
3. Explain that the next time they count, each time they get to a number that is a multiple of 3 they say ‘SAGE’ and when they reach a multiple of 5 they say ‘SIMBA’. Finally add ‘MASIMBA’ for multiples of 10.
4. Anyone who says the wrong thing is out
5. The last girl remaining is the winner.

3. KEEP YOUR DISTANCE

**Objective:** Group awareness

1. Each girl should select two other girls in her head.
2. She should then choose a distance to stay away from both girls.
3. The objective is to walk around the room while maintaining the chosen distance from each of those two girls, for example stay 1 m away from one person and 2 m from the other.

4. This activity will create lots of laughter because Girl A may have decided to stay 1 m from girl B, but Girl B may have decided 6 m from Girl A.

5. You will need to play the game two or three times so the girls understand the rules.

4. CLAP

Objective: The girls played this game in Module 1a. The game encourages them to listen and respond to instructions.

1. Explain to the girls that they will be working together to count as high as they can.
2. The girls sit in a large circle and one girl starts by saying ‘one’. The girl on her right says ‘two’ and so it continues. However, for any number that has a 3 or a 7 in it, the girl needs to clap rather than saying the number (3, 7, 13, 17, 23, 27 etc.).
3. When someone says a number that has a 3 or 7 in it rather than clapping, the group need to start again from the beginning.
4. You need to play an active role in restarting the group. The thirties are often tricky as people don’t realise that they need to clap for all of them! Don’t tell them ahead of time, it can be fun! Try to play until the group reaches 50 or higher.
5. You can change this game by using different numbers, such as 2 and 4. You can make it harder by using more numbers, such as 3, 7 and 9.

5. YESTERDAY I LEARNED SOMETHING

Objective: Encourages the girls to think about their prior learning

Materials and preparation

You will need a ball. If you have a girl with a visual impairment, make a ball with a bell inside or make a ball out of noisy rolled up paper so the girl can hear it as it rolls.

This one is for the start of the day. If the previous session was not the day before, ‘yesterday’ can be replaced with ‘last week’ or ‘on Monday’ etc.

1. Arrange the girls in a circle (sitting or standing) and start singing the words: ‘Yesterday I learned something, yesterday I learned something…’
2. Ask the girls to join in. Keep singing until all girls are singing with you.
3. Roll the ball to random girls in the circle.
4. Each time a girl receives the ball, she says and completes the sentence ‘Yesterday I learned …’
5. If the girl needs an example, help her by singing: ‘Yesterday you learned to order numbers.’
6. Encourage all the girls to join in: ‘Yesterday you learned to order numbers.’
7. The girl with the ball then rolls to another girl and the singing starts again.
Appendix B: Literacy/Learning English Progress Assessment form

Learning English: to demonstrate skills in independent writing

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

Note: If the girl struggles with English reading/writing, then she should complete the task in her home language.

1. Copy the form below into your Progress Book.
2. Look at each girl’s writing in the workbook (Unit 10 part G, page 106).
3. Record how well she:
   - shapes letters correctly – small and capital letters
   - writes simple sentences correctly punctuated: full stops and capital letters
   - uses conjunctions ‘and’, ‘but’
   - describes people, objects, pictures
   - includes nouns, verbs, prepositions and adjectives
   - has fluent, legible handwriting
   - uses extended punctuation – question mark, comma and exclamation mark.

4. Score one point for each of the above.
5. If the girl writes in more detail, then score her up to 2 more points.
6. Add the information to the form in your Progress Book, putting a tick in each column for each skill achieved.
7. Add up each girl’s points and refer to the key below for the colour code for her total. Add this colour in the TOTAL column.

Note: If the girl has written in home language rather than English, record that information on the form.

Note: If the girl has not written enough in the activity in part G, you can look at other writing in her workbook.

---

<table>
<thead>
<tr>
<th>Writing Scoring Guide (11 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture drawn or one or fewer skills shown.</td>
</tr>
<tr>
<td>NS</td>
</tr>
</tbody>
</table>

Literacy/Learning English Assessment
Writing/Brailling: Module 2b
<table>
<thead>
<tr>
<th>NAME AND ID NUMBER</th>
<th>Community Educator</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patience Dube 011209</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔</td>
</tr>
<tr>
<td>Clara Farai 011207</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔</td>
</tr>
<tr>
<td>Thandiwe Chigodora 011206</td>
<td>✔ ✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

**DATE SIGNED**
Appendix C: Numeracy Progress Assessment form

For girls to demonstrate their skills in Number and Number Operations

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).

1. Copy this form into your Progress Book.
2. Ask the girls to try the three Progress Assessment problems on page 110 of the workbook. Each problem has three parts. All girls should try Part 1, some girls should try Part 2 and some girls should try Part 3.
3. As the girls work, listen, observe and recording each girl’s achievement.
4. The focus is on her confidence and approach.
5. Record:
   - how successfully she attempts the question; in each problem there is 1 point for each of part 1 and part 2. Part 3 is worth 3 points in total.
   - any approaches or areas she has difficulty with.
6. Add the information to the form in your Progress Book, putting the score in each column for each part of each problem.
7. Add up each girl’s points and refer to the key below for the colour code for her total. Add this colour in the TOTAL column.

<table>
<thead>
<tr>
<th>Numeracy scoring guide (15 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME and ID number</th>
<th>Learning Hub</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community Educator</td>
<td>District Coordinator/mobiliser</td>
</tr>
<tr>
<td>Patience Dube 011209</td>
<td>1 1 3 1 1 1 1 1 3</td>
<td>1 3</td>
</tr>
<tr>
<td>Clara Farai 011207</td>
<td>1 1 2 1 NS NS 1 1 NS</td>
<td>8</td>
</tr>
<tr>
<td>Thandiwe Chigodora 011206</td>
<td>✓ 1 1 NS NS NS 1 NS NS</td>
<td>3</td>
</tr>
</tbody>
</table>

- **Patience Dube 011209**
  - Problem 1: 1 digit addition (1)
  - Problem 2: 2-digit addition (1)
  - Problem 3: Division of a 4-digit number (1)
  - Finding 50% (1)
  - Finding 25% (1)
  - Problem solving (3)
  - **Total (15)**
  - Comments: Muddled by division problem solving

- **Clara Farai 011207**
  - Problem 1: 1 digit addition (1)
  - Problem 2: 2-digit addition (1)
  - Problem 3: Division of a 4-digit number (1)
  - Finding 50% (1)
  - Finding 25% (1)
  - Problem solving (3)
  - **Total (15)**
  - Comments: Not confident in division beyond +2, 4

- **Thandiwe Chigodora 011206**
  - Problem 1: 1 digit addition (1)
  - Problem 2: 2-digit addition (1)
  - Problem 3: Division of a 4-digit number (1)
  - Finding 50% (1)
  - Finding 25% (1)
  - Problem solving (3)
  - **Total (15)**
  - Comments: Multiplication and division both challenging. Knew 50%=1/2. Difficulty comprehending problems.

**DATE**

**SIGNED**
Acknowledgements

Except for third party materials and otherwise stated below, this content is made available under a Creative Commons Attribution-ShareAlike license. You are free to use, adapt and re-use this material as long as you credit this source appropriately and license the material under the same terms.

For more information visit: https://creativecommons.org/licenses/by-sa/4.0/

- Diagram in Unit 1, Numeracy activity 1.5: How much milk? adapted from IGATE project (Improving girls access through transforming education), IGATE Foundational Numeracy, Module 4 ,Unit 3.3, pages 35-38 and re-shared under CC-BY-SA
  https://www.wvi.org/education-and-life-skills/igate-improving-girls-access-through-transforming-education

- Diagram in Unit 7, Numeracy activity 7.3: Dividing three- and four-digit numbers adapted from IGATE project as above. IGATE Foundational Numeracy Module 5 ,Unit 3.3, pages 32-35 and re-shared under CC-BY-SA

All other illustrations and diagrams are copyright The Open University and included in the CC-BY-SA license apart from partner logos.

Every effort has been made to contact copyright holders. If any have been inadvertently overlooked the publishers will be pleased to make the necessary arrangements at the first opportunity.