Interactive Learning and Teaching

Introduction

Module One
Planning Interactive Learning

Module Two
Managing Interactive Learning



Roger Federer Foundation



Acknowledgements

Parts of Module One are adapted from the following:

- University of Fort Hare (UFH) (2000). Independent learning in a resourceful classroom. Core Education Studies. Helping Learners Learn (4th Umthamo). University of Fort Hare (UFH) & East Cape Department of Education Distance Education Project. http://www.oerafrica.org/FTPFolder/Teachered/UFH/helpinglearnerslearn.umthamo4-independent-learning.pdf
- Teacher Education for Sub Saharan Africa (TESSA). Exploring Shape and Space. Numeracy Module 2. TESSA English All Africa. Section1 Exploring shapes, pp 7-10. http://www.open.edu/openlearnworks/mod/oucontent/view.php?id=80814
- 3. Eastern Cape Department of Education (ECDE) (1999). Schools as homes for learning: A multi-learning resource book for educators. (Book and video). Eastern Cape Department of Education.
- 4. University of Cambridge Education Department. The OER4Schools Professional Learning Resource. Interactive teaching with and without ICT in sub-Saharan Africa. http://oer.educ.cam.ac.uk//wiki/OER4Schools#menuexpand

Parts of Module Two are adapted from the following:

- 1. Teacher Education for Sub Saharan Africa (TESSA). Investigating number and pattern. *Numeracy Module 1.* TESSA English All Africa. Section 1 Learning through games. Page 4,5,7,8 http://www.open.edu/openlearnworks/mod/oucontent/view.php?id=81140.
- Section 2 Patterns in number charts (whole section) http://www.open.edu/openlearnworks/mod/oucontent/view.php?id=81141
- 3. University of Fort Hare (UFH) (2000). Independent learning in a resourceful classroom. *Core Education Studies. Helping Learners Learn (4th Umthamo)*. University of Fort Hare (UFH) & East Cape Department of Education Distance Education Project. http://www.oerafrica.org/FTPFolder/Teachered/UFH/helpinglearnerslearn.umthamo4-independent-learning.pdf
- 4. Eastern Cape Department of Education (ECDE). (1999). Schools as homes for learning (Part 3): Support and resources to multi-grade learning (Video). Eastern Cape Department of Education.

Saide: Course design and development.

ROCS: Course implementation coordination.

Roger Federer Foundation: Lead and funding of development and implementation







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SMS codes

Throughout the course, the tablet will produce codes to be sent via SMS to the iAct number the coordinator has given you. Most of the codes will be related to the short assessments each teacher does after a weekly unit and you will note them down on the respective "Test yourself" page. You can copy them to this page to allow you a better overview together with the codes created at the beginning of the course.

Example: M2/W3 = Module 2 / Weekly unit 3 sent and confirmation received = Registration code: Sample test code: Self-assessment code: Test code M1/W1: Test code M1/W2: Test code M1/W3: Test code M1/W4: Test code M1/W5: Test code M2/W1: Test code M2/W2: Test code M2/W3: Test code M2/W4: Test code M2/W5: Test code M3/W1: Test code M3/W2: Test code M3/W3: Test code M3/W4: Test code M3/W5: Test code M4/W1: Test code M4/W2: Test code M4/W3: Test code M4/W4: Test code M4/W5:

Self-assessment code: _ _ _ - _ - _ _ _ _ _

Contents

COURSE INTRODUCTION	1
MODULE 1: PLANNING INTERACTIVE LEARNING	7
WEEK 1: PLANNING AND PREPARING INTERACTIVE GROUP WORK	9
ACTIVITY 1: THINK ABOUT YOUR OWN TEACHING EXPERIENCE	9
ACTIVITY 2: PROMOTING LEARNING IN LARGE AND MULTI-GRADE GROUPS	10
ACTIVITY 3: GROUPING LEARNERS AND MAKING GOOD USE OF YOUR SPACE	11
ACTIVITY 4: ORGANISING YOUR CLASSROOM FOR LEARNING	12
ACTIVITY 5: DIVIDING LEARNERS INTO GROUPS	16
ACTIVITY 6: PLAN AND PREPARE AN INTERACTIVE GROUP WORK ACTIVITY	18
TEST YOURSELF	24
WEEK 2: IMPLEMENTING GROUP WORK AND COLLECTING LOCAL RESOURCES	25
ACTIVITY 1: IMPLEMENT THE PLANNED GROUP WORK ACTIVITY	25
ACTIVITY 2: WATCH THE VIDEO AND REFLECT ON THE TEACHER FROM YOUR STUDY GROUP IMPLEMENTING THE GROUP ACTIVITY	26
ACTIVITY 3: THINKING ABOUT LOCALLY AVAILABLE RESOURCES	28
ACTIVITY 4: LOOKING AT LOCAL RESOURCES WITH NEW EYES	31
ACTIVITY 5: COLLECTING LOCAL RESOURCES: THE 'BRING' BOX	33
TEST YOURSELF	35
WEEK 3: MANAGING AND USING LOCAL RESOURCES	37
ACTIVITY 1: SORT AND STORE YOUR OWN COLLECTED LOCAL RESOURCES	37
ACTIVITY 2: REFLECT ON YOUR STUDY GROUP TEACHER'S VIDEO ON THE SORTING AND STORING ACTIVITY	39
ACTIVITY 3: LEARN HOW TO USE LOCALLY FOUND RESOURCES TO PREPARE AND TEACH ACTIVITIES ON SHAPE	41
ACTIVITY 4: CHECK YOUR PLANNING SKILLS	44
ACTIVITY 5: TELLING A STORY AS A STIMULUS FOR A MATHS ACTIVITY	46
ACTIVITY 6: WAYS OF SUPPORTING GROUP WORK	49
TEST YOURSELF	50
WEEK 4: PLANNING LEARNING ACTIVITIES	53
ACTIVITY 1: DISCUSS A VIDEO ON PLANNING A MATHS ACTIVITY ON FRACTIONS AND STUDY THE ACTIVITY PLAN	53
ACTIVITY 2: ADAPT AND IMPLEMENT A FRACTIONS ACTIVITY WITH YOUR OWN CLASS	59
ACTIVITY 3: WATCH THE STUDY GROUP TEACHER'S VIDEO AND REFLECT ON THE ACTIVITY IMPLEMENTATION	60
ACTIVITY 4: READ ABOUT ACTIVITIES ON SHAPE AND THINK ABOUT HOW TO IMPLEMENT THEM	62
ACTIVITY 5: PREPARE A WRITTEN PLAN FOR TWO ACTIVITIES ON SHAPES	66
TEST YOURSELF	71
WEEK 5: IMPLEMENTING ACTIVITY-BASED LESSONS ON THE TOPIC OF SHAPE	73
ACTIVITY 1: COLLECT AND PREPARE THE RESOURCES NEEDED TO TEACH THE TWO ACTIVITIES ON SHAPE	73
ACTIVITY 2: PREPARE TO TEACH TWO ACTIVITIES ON SHAPES	75
ACTIVITY 3: IMPLEMENT TWO ACTIVITIES ON SHAPES YOUR CLASSES AND MAKE A VIDEO	76
ACTIVITY 4: WATCH THE STUDY GROUP TEACHER'S VIDEO AND REFLECT ON WHAT YOU HAVE LEARNT	77
Test yourself	79

MODULE	TWO: MANAGING INTERACTIVE LEARNING	.81
WEEK 1:	MANAGING WHOLE CLASS TEACHING AND GROUP WORK IN A MULTI-GRADE AND/OR MULTILEVEL CLASS	.83
ACTIVITY 1:	REFLECT ON YOUR OWN TEACHING EXPERIENCE	83
ACTIVITY 2:	PLANNING A MULTI-GRADE LESSON FOR LEARNERS WITH DIFFERENT READING ABILITIES	85
ACTIVITY 3:	PREPARING RESOURCES FOR GROUP WORK	93
ACTIVITY 4:	WHOLE-CLASS TEACHING IN A MULTI-GRADE OR LARGE CLASS	95
ACTIVITY 5:	STRATEGIES FOR MANAGING LEARNERS WITH DIFFERENT ABILITIES IN SMALL GROUPS	99
Астічіту 6:	OPTIONAL ENRICHMENT ACTIVITY – REQUESTING SUPPORT FROM COMMUNITY MEMBERS WITH LITERACY ACTIVITIES	102
TEST YOURS	SELF	104
WEEK 2: F	PLAN, PREPARE AND IMPLEMENT LITERACY ACTIVITIES IN A MULTI-GRADE/ MUL LEVEL/LARGE CLASS	
ACTIVITY 1:	PLAN READING AND WRITING ACTIVITIES TO IMPLEMENT IN A MULTI-GRADE/MULTILEVEL CLASSROOM.	107
ACTIVITY 2:	COLLECT AND MAKE THE RESOURCES TO USE IN YOUR PLANNED LANGUAGE AND LITERACY LESSON	114
ACTIVITY 3:	ALL TEACHERS IMPLEMENT THE LITERACY AND LANGUAGE ACTIVITIES WITH THEIR OWN CLASSES	120
ACTIVITY 4:	REFLECT ON THE VIDEO OF THE TEACHER THAT IMPLEMENTED THE MULTI-GRADE/MULTILEVEL LANGUAGE LESSON	121
ACTIVITY 5:	OPTIONAL ENRICHMENT ACTIVITY – ADDITIONAL READING AND WRITING ACTIVITIES	124
TEST YOURS	SELF	126
WEEK 3:	USING GAMES AND NUMBER PATTERNS IN A MULTI-GRADE/MULTI-LEVEL MATHEMATICS CLASS	129
ACTIVITY 1:	MATHEMATICS GAMES AND NUMBER PATTERNS IN A MULTI-GRADE/MULTI-LEVEL CLASS	129
ACTIVITY 2:	PLANNING TO USE MATHS ACTIVITIES AND GAMES IN A MULTI-GRADE OR LARGE CLASS	135
ACTIVITY 3:	MAKE RESOURCES FOR INTERACTIVE GROUP WORK	145
TEST YOURS	SELF	147
WEEK 4:	IMPLEMENTING AND REFLECTING ON A MULTI-GRADE/MULTI-LEVEL INTERACTI MATHS LESSON	
ACTIVITY 1:	IMPLEMENT MULTI-GRADE/MULTILEVEL ACTIVITY PLAN FOR MATHS GAMES AND PATTERNS	149
ACTIVITY 2:	REFLECT ON THE MULTI-GRADE/MULTILEVEL MATHS LESSON USING GAMES AND PATTERNS	150
ACTIVITY 3:	REFLECT ON WAYS OF INVOLVING COMMUNITY MEMBERS IN SCHOOL LEARNING ACTIVITIES	152
ACTIVITY 4:	BRAINSTORM OPTIONS FOR COMMUNITY INVOLVEMENT IN LEARNING	154
TEST YOURS	SELF	156
WEEK 5:	CONSOLIDATING LEARNING TO DATE: PLAN, PREPARE AND IMPLEMENT INTERACTIVE GROUP WORK LESSONS FOR OWN CLASS CONTEXT	159
ACTIVITY 1:	PLAN AND PREPARE AN INTERACTIVE GROUP WORK LESSON TO SUIT OWN CLASS	159
ACTIVITY 2:	IMPLEMENT YOUR PLANNED INTERACTIVE GROUP WORK LESSON WITH YOUR OWN CLASS	172
ACTIVITY 3:	REFLECT ON THE INTERACTIVE GROUP WORK LESSON	173
TEST YOURS	SELF	176

Course Introduction

Background

Welcome to the Interactive Learning and Teaching Course for primary school teachers in Zambian Community Schools.

The fact that there are over 3000 primary level Community Schools in Zambia is testament to the high value that many local communities place on education. It is also evidence of the commitment of teachers, parents and community leaders to providing educational opportunities to their children, even though this is often done in very difficult circumstances.

Equally, the hard work of many individuals, community based organisations, church based and others that focus their support on Community Schools, needs to be recognised.

In more recent years, Community Schools are gradually also being included in certain government education initiatives, highlighting the complementary role played by Community Schools in the Zambian educational system.

Yet many challenges persist. Key issues identified in many Community Schools include, teachers having to deal with large and multi-grade classes; with learners of various abilities; and a shortage of learning and teaching resources.

It is against this background that the Roger Federer Foundation has led and funded the development and implementation of this Interactive Learning and Teaching Strategies Course for school-based continuing professional development of primary level Community School teachers. This has been done in partnership with *Saide* and the Reformed Open Community Schools (ROCS) initiative, with *Saide* responsible for the development of the course and ROCS for managing its implementation.

Why this course in interactive learning and teaching?

Research related to how people learn tells us that people learn best by doing; by participating in tasks in which learning can be applied; engaging in content that is relevant to their own context; and by working interactively and collaboratively with their peers – exchanging ideas and learning from each other. In other words, by using an interactive approach.

The revised 2013 Zambian School curriculum advocates a learner-centred, interactive approach to teaching and learning. This further highlights the need to support Zambian Community School teachers to strengthen their teaching and learning delivery in line with the new curriculum requirements.

The initial purpose of this course is to help teachers in Community Schools to develop their confidence and skills to address the above challenges. This course however, has much wider application. Although it is being launched in Zambian Community Schools, it is equally relevant to all primary schools in Zambia as well more broadly in other countries in the region, where many of the challenges described above are equally pressing.

Importantly, the course aims to support and strengthen learning and teaching in a way that is relevant to the context in which Community School teachers work.

This course provides practical methods and guidelines on how to become an interactive teacher and on how to implement interactive learning in large and multigrade classes. All the course activities are based on the Zambian curriculum and syllabus requirements. The examples of activity-based learning which are provided in the educational videos around which this course is based, have all been specially made by Community School teachers in local schools using locally found materials.

Course objectives

The course will provide teachers with the skills to:

- Plan, prepare and implement activities for interactive learning
- Adapt content and design age and grade appropriate activities
- Collect, make and store learning and teaching resources made from materials found in the local environment
- Manage interactive learning in large and multi-grade classes
- Manage interactive learning in mixed ability classes: Teaching or mediating content and knowledge for ALL learners regardless of ability
- Promote an enabling learning environment by creating safe classrooms in which all learners are heard and in which all learners are supported to succeed.

Course focus areas and topics

Specific course focus areas and topics include:

- Planning and preparing activities for whole class, pair and group work in different contexts and /or for learners of different abilities
- Learning to plan, prepare and implement different types of practical activities for teachers to do with their learners in their classes. These include:
 - Learning through play, games and stories, e.g. using stories and games to learn maths.
 - Strategies for using questioning techniques and critical thinking how to ask good questions, e.g. starting a lesson by first asking learners to share their knowledge and experience of a given topic. Learning rooted in the known and moving to the unknown. Also encouraging learners to ask questions. Getting a balance between teacher talk and learner talk in for example, social science lessons.
 - Enabling learners to find out information for themselves researching information about their own community and environment by interviewing someone in their community to find out information about a specific topic.
 - Problem solving—based learning learning by observation and investigation, e.g. designing and implementing simple science

experiments in class using locally available materials and encouraging the learners to observe and make their own findings. Drawing on expertise in the community to enhance learning – such as inviting a local farmer to explain sustainable farming methods or inviting a story teller from the community to share stories with young learners.

 Learning to make language and literacy, maths and science resources for teaching and learning from natural and commercial waste materials found in the local environment.

Course principles

- Collaboration: Learning together in school-based study groups comprising two to five teachers.
- Engaging with the video examples of interactive teaching practice to develop your own interactive teaching methods: Watching the videos of another teacher implementing interactive, collaborative activities in their classrooms and using local resources.
- Reflection: Participating in study group discussions and reflect on the video content and evaluating the strengths and weaknesses of the activity based methods seen in the videos. Weighing up what could be done differently in future.
- Learning by doing: Hands-on implementation, using what the teachers have seen in the interactive learning and teaching method videos and thought about to: Plan, prepare and implement interactive and collaborative learning activities and use local resources in their own classrooms.
- Learning from own experience: By reflecting on their own implementation.
 The teachers will watch videos of each other's implementation of various
 interactive learning methods with their own classes and then discuss these in
 their study groups.

Course materials – the tablet

- The whole interactive learning and teaching course is uploaded on the tablet:
 - All course content and activities
 - All course video clips
 - Extracts from the Zambian 2013 Curriculum and Syllabus requirements for various subjects
 - Space for typing notes and answering activity questions Photographs
 - Examples of filled in activity plans
 - Activity plan templates

- Instructions for how to make various teaching aids from locally found resources
- The self-assessment tasks for tracking your own progress through the course.
- A selection of African stories in English and in various Zambian local languages (Cinyanja, Silozi and Cibemba Citonga) for use in language and literacy lessons.
- How will you use the tablet?
 - Each study group will be given a tablet to share as you work through the course together.
 - You will also use the tablet to record videos of your own activitybased teaching.
 - At the end of each week, each teacher will complete the self-assessment task on the tablet so that you can track your own progress. Once you have completed the assessment you will immediately be given your results. An automatic code will also pop up. You will be required to sms this code to a central number. This will show the course coordinators that you have completed the assessment and that you are progressing to the next set of course activities.

Course materials – the printed study guide

The study guide contains all the *written* course content, activities and templates for you to read and study. In particular, you need to use the Activity Planning templates in the study guide to prepare your own activities which you will implement with your own classes. However, you need to watch the videos on the tablet and you will need to complete the weekly assessment on the tablet so that you can get your test score and your progress can be tracked.

Course duration

Approximately 3 hours per week are required to work through and complete all the course activities. The Course has been designed to be completed over a period of 20 weeks.

We hope you find this Course is useful in helping you to become a great interactive teacher. We also trust that you find it interesting and enjoyable!

Look after the printed study guide carefully as it contains lots of useful information which you can refer back to even after the Course is completed.

Good luck from the project team!

Understanding the icons in the study guide

The following symbols or **icons** are used in the Study Guide to label different kinds of activities or information.

Time Management



This icon goes together with an amount of time, e.g. 15 mins, and gives an idea of how long each activity will take you.

Write



This little icon tells you to write on the lines provided.

This icon shows some comments made by the module writers at the end of an activity. These comments should be read **after** you have completed the activity on the basis of your own ideas. Your ideas may be different but just as good as theirs.

Stop and Reflect



When you see this icon, you should stop and think about the issues that have come up so far. You can write down your ideas if you find it helpful, or you can just think about the issues.

Watch a video on the tablet and use the tablet to make a video

This icon tells you that there is a video on the tablet which you need to look at. It also indicates places where you need to video your own classroom activity.

Word Power

In this box in the margin you will find explanations of English words which are not very common and may be new to you.

Module 1: Planning interactive learning

Learning outcomes

By the end of this module you will have:

- 1. Thought about ways of promoting interactive learning in large classes and multi-grade groups.
- 2. Found and made resources from your local environment
- 3. Planned and implemented collaborative group work activities in your classroom.
- 4. Used resources from your local environment in your activities.

Week 1: Planning and preparing interactive group work

Activity 1: Think about your own teaching experience



20 mins

Purpose

To think about conditions in your schools.

What you will need

- Video 1 on your tablet
- Your tablet, pen or pencil to make notes

What you will do

- In your group watch Video 1 on your tablet.
- This is a video about school conditions that might be similar to yours.
- 1. As you watch the video, ask yourself:
 - Are these schools and classrooms like mine?
 - Are they different?
 - In what ways are they the same?

which are th	e same.
Ø	
Comment	Are your classes often very big? Do you have more than one grade in your classroom? Do your learners sometimes feel bored because you are busy

2. After watching the video, discuss the questions and write down three things

Is finding teaching resources – even basics like paper and pencils – a big challenge?

This module will introduce you to ways of working that will stimulate your learners and allow them to learn more actively.

teaching another grade?

Word Power Stimulate: v. make them excited and interested.

Activity 2: Promoting learning in large and multi-grade groups



30 mins

Purpose

• To reflect on your own experience of teaching large or multigrade classes.

What you will need

• A pen or pencil to make notes

What you will do

- Think about your experience of teaching large or multi-grade classes.
- Discuss these three questions in your group. Write down some of your ideas.

1. F	low do you keep your learners' attention?
	low do you make sure they can all see and hear well?
,	
3. F	low do you keep each learner busy and learning?
Ø	
	Reflection Stop and think about what you have learned from this discussion. Individually, write your thoughts.
Ø	

Activity 3: Grouping learners and making good use of your space



20 mins

Purpose

 To watch the videos and to think about different ways of grouping learners and using your classroom or outside space.

What you will need

- Videos 2 and 3
- Your tablet; a pen or pencil to make notes

What you will do

- Watch Video 2 and Video 3 which are about grouping learners.
- Think about and discuss the questions related to the two videos.
- 1. Read the three questions below point 3 so that you can think about them while you watch the video.
- In your group watch videos 2 and 3 on your tablet.
 Video 2 does not have sound, but look carefully at how the learners are
- 3. Once you have watched the videos, discuss these three questions and write down your answers in the space provided.

grouped for the different activities.

What are some of the different ways of grouping learners that you have seen in the videos?

\(\mathbb{Z}\)
What are some of the different ways of arranging the classroom furniture or using space that you have seen in the videos?
\(\mathbb{Z}\)
What different ways of using space, inside and outside the classroom, do you see in the video?

Activity 4: Organising your classroom for learning



30 mins

Purpose

 Think about the effect that different classroom organisation may have on learning

What you will need

• A pen or pencil to make notes

What you will do

- Look at the two photographs below and discuss the effect that the different classroom organisation may have on promoting or hindering learning.
- What differences do you notice regarding the classroom organisation in the two photos?
- Answer the questions in the space provided in the space provided below.

Word Power Promoting: v. to help and support

Word Power *Hindering:* v. to hold back





 What differences do you notice in the two photos? Look at the way the seating has been arranged in each of the classrooms Look at what the learners are doing 		
\(\mathbb{E}\)		
 Does organising learners in groups help the learners to learn? Mark the relevant box with an X. 		
Yes		
No No		
It depends		
Explain your answer.		
\(\mathbb{E}\)		
3. Do you think these classroom arrangements help the learners to learn?		
Yes No		
Explain your answer		
		
Now that you have checked your own understanding, compare your answers with another teacher in your study group.		



Learning is a very active process. Pupils learn by talking about what they are doing. They learn through explaining what they think, or discussing how to solve a problem. Well planned group work can

provide more learners with the opportunity to talk and take part actively in learning.

Classroom seating should make it possible for learners to learn in groups easily as well as to move easily back into whole class teaching as necessary.

Group work does not require expensive furniture. If you do not have enough tables and benches or chairs in your classroom, you can use a mat or pieces of cardboard on the ground for the learners to sit on while having a discussion or playing a game. Even bricks or blocks can be used to sit on and can be easily rearranged for group work.

Interactive learning takes thought and planning. Learners will benefit from group work if it is well-planned.

Activity 5: Dividing learners into groups



30 mins

Purpose

• To watch the videos showing different and think about different ways of dividing a class into groups.

What you will need

- Videos 4 and 5
- Your tablet, a pen or pencil to make notes

What you will do

- Watch Video 4 and Video 5 which are both about a teacher dividing her learners into groups.
- Think about group work in classrooms.
- Answer the questions in the space provided.
- 1. In your group, watch Video 4 on your tablet and discuss the way the teacher, Phindi, divides her learners into groups.

Work out and write down:

- How many learners are in her class? Æ.....
- How many groups does she form? Æ.....
- How many learners in each group?

- 2. In your group, watch Video 5 on your tablet and discuss the way another teacher, Agnes, divides her learners into groups.



Work out and write down:

- How many groups does she form?



Reflection

Stop and think about these two ways of forming groups.

1.	In Video 4, Phindi uses numbering to form random groups. This means there is no special reason for putting certain learners together.
	In your study group, discuss and write down what you think the advantages and disadvantages are of using the random method of forming groups?
Æ	<i>\$</i>
2.	In Video 5, Agnes's lets the learners form their own friendship groups. This means friends, or learners from neighbouring seats, come together.
	In your study group, discuss and write down what you think the advantages and disadvantages are of this method of forming groups?
R	\$
3.	Think about the best number of learners for a group. What number will give learners the best chance to interact and learn through working together?
	Many teachers report that groups of 4 to 6 work the best. In your group, discuss and write down why you think that groups of 4 to 6 work well?
<u>e</u>	5

Activity 6: Plan and prepare an interactive group work activity



1 hour

Purpose

• Use the Activity Plan provide as a guide to plan and prepare an interactive group work activity that you will later implement with one of your classes.

What you will need

- Pen or pencil to make notes
- The filled in Activity plan on page 20.
- To draw your classroom plan.

What you will do

- All the teachers in your study group will plan and prepare an interactive group work activity applying the example in the Activity Plan on page 20.
- First decide with which class/es you will implement this lesson
- Then decide whether you want to implement this activity in English or whether you will use your local language.
- Now adapt the questions in the activity plan to suit your learner's level and grade.
- 1. Read through the Activity Plan on page 20 and discuss:
 - The purpose of the activity
 - The skills/knowledge and attitudes to be learned
 - The preparation and resources you will need to implement this activity
 - How you will introduce the activity
 - What the learners will do
 - What you will do
 - How the activity will end.

2.		scuss the way you will group your learners for the planned activity and answer e questions below:
i	i.	How many learners are in your class?
ii	i.	How many groups will you need to form?
iii	i.	How many learners will be in each group? Æ
iv	'.	Are all the learners in the same grade? If not, will you need to think carefully about how you want to group them.
Ł	S	
• • • •		

3. Use the space provided after the document on the next pages to note down how you will organise your learners into groups for the planned activity. (If you classroom is small, you might like to think about planning your lesson outdoors in the school yard).



Notice that your answers to ii and iii above should multiply together to be the number of learners in your class.

e.g. 8 groups X 6 learners per group = 48 learners in the class.

If there are, for instance, 51 learners in your class, you will need to have 5 groups of 6 learners and 3 groups of 7 learners each.

Think carefully about these numbers.

In a multi-grade classroom you also need to think about whether you divide the children by grade or not.

Now think about how you can arrange the groups in your classroom.

Think about how learners can talk to each other easily, how many desks and chairs you have and how much space you have. You will arrange your new classroom to suit your situation.

WHAT YOU NEED TO DO TO ADAPT THIS ACTIVITY PLAN FOR THE GRADE/S YOU TEACH

- 1. After the group has read and discussed this activity plan, each teacher will need to <u>adapt the plan</u> a bit to suit the needs of the grade/s that they are teaching.
- 2. This ACTIVITY PLAN was prepared for Grade 3 level learners
- 3. You will need to think carefully about the <u>level that your learners</u> are at, and ensure that the set of oral questions that you prepare for the group activity are appropriate for your learners.
- 4. Decide whether you want this to be an English language activity or a Local language activity
- 5. The rest of the lesson process can be followed as is.

ACTIVITY PLAN				
Name of School:	Date: Time: 30 - 40 minutes			
Grade/s	Grade/s			
Subject Focus: Literacy and Language: Speaking and listening practice (questions and answers)				
 Purpose of activity: Give learners practice in asking and answering questions about themselves. Give learners in new groups a chance to get to know one another. This will help them to work together. Practice working co-operatively 	Skills / knowledge / attitudes learners should develop: 1. Listening and speaking skills (asking and answering questions) 2. Discussion 3. Co-operation			

PREPARATION

- 1. Decide on how learners will be grouped for this activity?
 - Plan to divide the class into random groups
 - Remember to work out how many groups you need and the number of learners there should be in each group?
 - Prepare the number cards to give each learner to help to group them (like Phindi used in video 4)
- 2. Write these questions and answers on the board or on a chart before the lesson: [Choose and adapt]

What is your name?
What is your surname?
When were you born?
How old are you?
I was born on ...
I am years old.

• How many brothers and sisters do you have? I have brothers and sisters.

How do you help at home?

I help with

• What do you like playing?

I like playing ...

What do you like eating?

I like eating

• Is there one thing that everybody in the group Has in common OR likes to do?

We all like to ...

INTRODUCTION

How you introduce the activity, (get the learners' attention)

Tell the class:

Today we are going to have an oral English (or other language) lesson. You are all going to get a chance to listen and to ask questions.

You will be working with a group of friends. You will ask questions to get to know each other.

DO THE ACTIVITY

Teacher Tasks (What will you do to support the activity?)

- 1. Ask each group to choose a name for itself. (Write the name on the board)
- 2. Ask each group to choose a **chairperson**. Discuss the work of the chairperson:
 - To make sure everyone talks;
 - Make sure one person talks at a time.
- 3. Ask each group to choose a **reporter**. Discuss the work of the reporter:
 - To introduce the group to the class.

Check that each group has a chairperson and a reporter

4. Go through the questions that you have written on the board or chart with your learners

Explain that when they answer the questions they must answer in a full sentence, the way it is written on the board/chart e.g.: I am years old

- 5. Now explain to the groups what to do:
 - In your group, each person must have a turn to ask the questions.
 - Each person must have a turn to answer them. So, for example, Daniel will ask Patson all the questions; then Patson will ask Charity; then Charity will ask Mary; then Mary will ask Joseph and so on.

You may like to demonstrate this process with a group of learners]

DO THE ACTIVITY

Learners' Tasks (What will the learners do in the activity?)

- The learners in each group decide on a group name and tells the teacher.
- The learners in each group negotiate and decide who will be chair.
- 3. The learners in each group negotiate and decide who will be reporter.
- 4. Learners read and repeat the questions as a class
- 5. Learners ask one another questions, until each person in the group has had a chance to ask another group member the whole set of questions

Walk around throughout these discussions to support groups and check that they understand.

- 6. For older groups and grades: Ask the groups to keep asking more and more of their own questions until they find something that is the same for all of them, e.g. All like playing soccer or All have an older brother.
- 7. Explain to the learners how you want them to report-back to the class.

Explain that when they answer the questions they must answer in a full sentence, the way it is written on the board/chart e.g.: I am years old

8. Groups to give a report-back – each reporter to introduce their group and report on the ONE thing that they all have in common OR ALL like to do.

- 6. Older groups: Learners ask each other additional questions until they find something that they ALL have in common.
- 7. Learners read and repeat the report-back sentences as a class.
- 8. Report back: Each group reporter:
 - Tells the class the group name
 - Introduces each member of the group by saying their name
 - Reports on the ONE thing that they all have in common OR the one thing they ALL like to do.

ENDING THE ACTIVITY

Teacher Activities

(What does the teacher do to end the activity?)

Say to the class:

Today we did a group activity in class. (Ask and give time for answers)

- · Was anything different about today's activity?
- What did you like about today's activity?
- What did you learn today?
- 2. Summarize some of the responses that the learners have made to consolidate the lesson activity.

ENDING THE ACTIVITY

Learner Activities

(What do the learners do to show that they have done the activity with understanding?)

Learners raise hands and answer the questions:

- What was different about the day's activity
- what they liked about the day's activity.
- what they learned today.

4.	Draw a plan of how you will organise your learners into groups for the planned activity:	

Test yourself

•	cl Y O A T	before moving onto Week 2 each teacher needs to complete this multiplication assessment individually. You can do the test as many times as you like. Yonce you are satisfied with your result, tap save. You code number will pop up, sms the code to the course administrator will be tracked. You own record, note the code you sent:	
Se	lec	t the correct answer.	
1.	Or	ne of the important benefits of group work is that it helps learners to:	
	b. c.	Get to know each other better Learn more quickly Learn more collaboratively Learn by watching others	
2.	Gr	oup work can be done if you:	
	b. c.	Organise your teaching space appropriately Arrange your classroom before the lesson starts Have enough desks and chairs for every learner Have a large classroom or yard	
3.	Or	ne of the advantages of forming random groups is that:	
	b. c.	They are more fun for learners It mixes learners up It does not require any preparation They are quick to set up	
4.		ne of the advantages of forming friendship groups is that the arners in the group:	
	b. c.	Have the same interests Know each other Work well together Enjoy it more	
5.	WI	hat size of group works best?	
	b. c.	1 - 3 participants3 - 5 participants4 - 6 participants6 - 8 participants	

Week 2: Implementing group work and collecting local resources

Activity 1: Implement the planned group work activity



40 mins

Purpose

To implement a planned interactive group work activity with your class.

What you will need

- Your Activity Plan which you adapted from the one on page 20.
- Your classroom plan which you made in Week 1: Activity 6, above.
- Questions and answers written on board or chart
- Number cards for grouping.

What you will do

- All the teachers in the study group will implement the group activity with their own classes
- Use the activity plan that you have prepared to guide the implementation
- The group must agree on which teacher will have the implementation of their activity videoed.
- Choose a colleague or friend to video the implementation of the activity using the tablet.
- Then, for the next activity, another teacher will be chosen to be videoed, and so on, until every teacher in the group has had a turn.

Implementing the activity

- 1. Arrange your classroom according to the plan that you prepared.
- 2. Prepare questions: You will also need to write the questions and the answer format for the activity on the board (or a chart) before the class.
- 3. Plan and organise groups: For this activity, you will form random groups in the same way that Phindi did in Video 4 (numbering the learners). This will mix up the learners so that you don't always have the same people sitting next to each other.
 - Before the lesson, make sure that the learners wait outside the door. As they enter, you will number each of them, and instruct them to go to the seating place with that number. (Watch Video 4 again, if you need to).
- 4. All teachers implement the activity as described in the Activity Plan that you have prepared.
- 5. A colleague/friend should use the tablet to video the selected teacher as they implement the group activity

Activity 2: Watch the video and reflect on the teacher from your study group implementing the group activity



30 mins

Purpose

 To reflect on what worked well in the interactive group activities and what could be done differently next time.

Word Power

is easier to

Consolidate: v. to combine and

strengthen so that it

understand and use.

• To consolidate what you learnt from watching another teacher implement the activity.

What you need

- The video of the teacher's activity on the tablet.
- A pen or pencil to make notes

What you will do

- Watch the video that was taken of one of the study group teachers implementing the interactive group activity.
- Reflect on the activity implementation in the video and on your own activity implementation.
- 1. Before you watch the video, read the questions listed under point 3 below so that you can think about them while you watch. You can take notes about the questions while you are watching.
- **2.** In your group, watch the study group teacher's video on the tablet. You can watch it more than once if you need to.

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Study group teacher's video

- **3.** Discuss the following questions in your group and write down your responses in the space provided.
 - **a.** What was the purpose of the activity?
 - Was it achieved? Explain your answer.

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b. Did the classroom arrangement work well or not? Explain

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C.	What parts of the activity went well? o What surprised you?
Æ 	5
 d.	Did you experience any difficulties when you implemented the group work activity?
Æ	5
e.	Were all the learners able to participate in the activity? o What do you think they learned?
f.	What did you learn from implementing this group work activity? o What will you do differently when you use groups again?

Activity 3: Thinking about locally available resources



45 mins

Purpose

To think about using locally available resources for teaching.

What you need

- A pencil or pen to make notes
- Video 6 on the tablet

What you will do

- Write down all the locally found resources you use for your teaching
- Watch Video 6 about local resources.
- Brainstorm all the local resources you could use.
- Produce your own mind map of locally found materials that can be used as teaching resources.
- 1. As a group, write down all the different resources which come from your local environment which you already use as teaching aids.

If possible, use a BIG piece of paper and draw a mind map similar to the one below. If you do not have a big piece of paper, use the mind map that is in your printed Study Guide.

Guideline for preparing your mind map

Word Power Mind map: n. a network diagram of information showing how ideas are



2. Watch Video 6.



Collecting, sorting, storing and using resources

- 3. Write down all new resource ideas that you got from watching the video onto the mind map which you have already started.
- 4. Now try and think of even more locally available resources by brainstorming ideas in your group.

Think of all the resources that could be collected in your own environment from:

- Homes (yours and the learners')
- Local shops and businesses
- Clinic, church or hospital
- Hills, forests, rivers and
- Anywhere else.

Add them to your mind map.

Word Power Brainstorm: v. Spontaneously think of and write down as many ideas as you can to solve a problem. Do this in a group.

Guidelines for brainstorming

- Write down as many different ideas as is possible
- Be spontaneous, let your mind run freely
- There is no right or wrong answer
- Say and write down any ideas about locally found or made resources that enter your head
- Don't worry about the order in which the ideas are written down
- Group them around the arms of mind map.
- You can add more arms if you want to
- Let one idea lead to another
- Be positive. Don't judge or condemn any ideas

	Once you have ALL the ideas written down on your mind map you can discuss and choose which one are really useful.	
5 .	Use the space provided to write down some of the ways the materials in the	
Z	video have been sorted and stored.	
		9

6.	If your school is short of paper, pencils and chalk, discuss and write down ways to get supplies (fund-raising? donations?).
	Is there a place which has waste paper which is blank on one side?
Æ	5

Activity 4: Looking at local resources with new eyes



30 mins

Purpose

 To stimulate you to think about ways of using locally available objects as resources for promoting learning.

What you need

The tablet, pen or pencil to make notes

What you will do

- Watch Video 6 and Video 7 on resources on your tablet again.
- Discuss uses for the resources you noticed in the video.
- Complete the table by making a list of the resources you saw in the video and the kind of learning activities they could be used for.
- 1. Watch Video 6 again, and Video 7



2. Name the resources you saw in the video and discuss what they could be used for in class. Write in the table below. One example has been done for you.

List found local resources	Use for learning and teaching activities
Plastic cool drink bottles	 Measurement of liquids (2 litre, 1.5 litre, 1 litre and 500 ml bottles) Degrees of comparison (big, bigger, biggest) Shapes – the bottles are cylindrical Other?

Activity 5: Collecting local resources: The 'BRING' box



40 mins

Purpose

To collect locally available items which you can use as learning resources.

What you need

• One or two BIG, strong containers (e.g. a big cardboard boxes) on which you will write 'BRING', in big letters.

What you will do

 At school, invite learners to bring items which can be used as learning resources.

In this activity you will invite your learners to bring things which can become learning resources.

- 1. Ask your all your learners to bring things that could be used for learning and put them in your 'BRING' box. You will also bring some things for the box.
- 2. Discuss the kinds of items you want them to bring. Explain that they can bring:
 - Objects found in nature such as small stones or seeds for counting
 - Commercial waste such as:
 - supermarket flyers and old newspapers to be used for cutting letter and number
 - o bottle tops, tins, jars, bottles and plastic containers
 - cardboard packaging from soap powder, cereal and tea boxes that can be cut up to make word or number cards
 - larger card board boxes that can be cut up and used for making posters or drawings
 - wooden off cuts of different shapes
 - o anything else that you or your learners can think of...?
- 3. Also ask the learners for their ideas about what other object they can collect. Also ask them for ideas about how these objects can be used for learning.
- 4. Tell the learners by which day they must bring the objects that they have collected to school.
- 5. When the learners bring the found objects to school, put them all into the BRING box.
- 6. Explain to your learners, that collecting objects and materials that can be used for learning and teaching, is not just a once off event. They should continue to bring items for the BRING box throughout the year or until you think you have enough.

7. Look at this picture and see it helps to spark some more ideas about items that can be collected.

Word Power Spark: v. to activate, to generate or to produce



Resources that learners have collected and brought to class to use for learning

Test yourself

•	Before moving onto Week 3 each teacher needs to complete this multiple choice assessment individually. You can do the test as many times as you like. Once you are satisfied with your result, tap save. A code number will pop up, sms the code to the course administrator This is how your progress through the course will be tracked. For your own record, note the code you sent:	-
^ -	Local the comment engages	
	elect the correct answer. It is important to plan your learning activities ahead of time so that you:	
	 a. Can always impress the head teacher b. Can tell your learner ahead of time what they will do c. Have an opportunity to discuss your activities with other teachers d. Have time to find and prepare the necessary resources 	
2.	Brainstorming problems or challenges with other teachers is a good because helps the group to:	e it
	a. Think of as many options as is possibleb. Think logically about the challengesc. Dismiss any options that won't workd. Help you to know which ideas are correct	
3.	In Video 6 the following locally found objects were not collected for use as learning resources:	
	a. Plastic bottlesb. Leather shoesc. Paper leafletsd. Cardboard boxes	
4.	In Video 7 cardboard packaging such as soap powder boxes and tea boxes used as resources for activities about:	were
	a. Littering in the environmentb. Recycling of cardboardc. Size, shape and colourd. Production of various products	

5.	The policy	urpose of having a big BRING box in your class room is to get your ers to:	
		Collect all the waste materials from homes and to bring it to school Collect waste materials which can be used as learning resources	
		Collect all the rubbish from the school yard to clean it	
		Collect waste materials so that they can be studied at school	

Week 3: Managing and using local resources

Activity 1: Sort and store your own collected local resources



1 hour

Purpose

To sort and store the items from the BRING box.

What you need

- Your BRING box.
- Smaller boxes or containers to be used as STORE boxes.
- Pen (and maybe labels and glue) to label STORE boxes.
- The Tablet for taking video (friend /colleague to take video).

What you will do

- All teachers should invite their learners to sort items from the BRING box and put them into the STORE boxes in their classroom
- A different teacher from the study group will be chosen to be videoed during the sorting and storing activity.
- A colleague or friend will be taking the video.

Before starting the activity

- 1. Make sure that you have brought some smaller boxes to school which can be used to store different materials (boxes, tins, bags). You can also ask your learners to bring boxes from home before you start the sorting activity.
- 2. Choose a different teacher from your study group to video while they are implementing the sorting and storing activity. A colleague or friend will take the video using the tablet.
- 3. You will need to:
 - Agree on who will take the video;
 - Arrange the date and time when the sorting will be done, and for how long (it may not be necessary or possible to video the whole sorting and storing process);
 - If it is a colleague, they should not leave a class without a teacher.

All teachers implement the sorting and storing activity with their classes at break time, or after school

- 4. All teachers: Ask your learners to help sort the materials in the BRING box, at break time, or after school.
- 5. Let the learners decide how to sort the materials. You could suggest categories.
- 6. Some categories might be:
 - empty bottles (for work on capacity);
 - boxes and cans (shapes, area and perimeter);
 - cardboard (to paste stories or articles onto);
 - magazines, newspapers and advertisements (for reading activities);
 - bottle tops, stones, etc. (counters)
 - plants (for life sciences)

Word Power Categories: n. groups of things that have something in common.

As items are sorted

7. Put the sorted items into STORE boxes, (or tins, or bags) and label them.



Sorted resources ready to be stored

Activity 2: Reflect on your study group teacher's video on the sorting and storing activity



30 mins

Purpose

 Watch the video and think about the activity and see what you learned from it.

What you need

- The tablet to watch the video;
- A pen or pencil to make notes.

What you will do

- Watch the video of a study group teacher and learners sorting and storing the locally found resources.
- Reflect on the sorting and storing activity.
- 1. Before you watch the video, read the questions in section 4 so that you can think about them while you watch. You can take notes about the questions while you are watching.
- **2.** Watch the video of this activity on the tablet.



Study group teachers' video

3. Discuss the questions in your group first and then write your responses in the space provided.

4. Questions

- a. What was the purpose of the activity?
 - Did you and the learners achieve the purpose?
 - Why do you say so?

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b. What part of the activity went well?

	 What was unexpected? Did you experience any difficulties?
C.	Did all learners play an active part in the activity? • What do you think they learned?
d.	 What did you learn? What would you do differently if you repeated this sorting and storing process?
	\(\mathbb{Z}\)
5. ~	Write some notes about what you learned from the discussion:
<u>L</u>	3

Activity 3: Learn how to use locally found resources to prepare and teach activities on shape



40 mins

Purpose

Learn how Mrs Banda's used locally found resources in a Mathematics activity. This will prepare you for the learning activity that you will implement next week.

What you need

- The story of the activities on shape
- A pen or pencil to make notes

What you will do

- Read the story, think about it and answer questions about it.
- 1. This story is about how Mrs Banda used locally found resources to teach a Mathematics activity about shape.
- 2. Before you read the story, read the questions in section 5 so that you are prepared to answer them.
- 3. Read the story.
- 4. After reading the story, discuss the questions and write the answers in the space provided.

Mrs Banda's story

Mrs Banda was enrolled for an in-service teacher professional development course. At the training session, the trainer suggested a new sorting activity for geometry. The teachers on the training course learnt how to use objects with different shapes to introduce their learners to certain mathematical words.

Here is Mrs Banda's story about how the activity worked out when she implemented in her own class:

Before the lesson, I collected lots of objects which had different shapes (e.g. empty cans, cotton reels, toilet-roll tubes, boxes), pictures of different shapes, (e.g. buildings) and fabric patterns with squares, circles and triangles on them. I asked the learners to help me.

In class I divided my learners into groups of 5 or 6. I gave each group about 10 objects or pictures and asked them to sort them into groups.

Some learners decided to group the objects according to where they would be used in the home, such as the bedroom, kitchen and bathroom. Other learners grouped objects which

looked alike. Some learners found it difficult to describe the objects. For example, they said that some shapes were flat, but could only describe the other shapes as 'not flat'.

Drawing the whole class around me, I examined some of these 'not flat' objects with the learners. I didn't use mathematical terms at first. I just began pointing out certain features (like curves, edges and corners) and asked learners to describe these in their own words. Then, when a few learners had tried to do this, I began to introduce the correct mathematical terms.

The class and I agreed on certain terms to describe certain features. They already knew words like: triangle, circle, square. They now learned words such as: curved, flat; cube, sphere, cuboid, cylinder. I explained that they were learning more about 'the beautiful language of mathematics'. Later, they would also learn words like: faces, edges, vertices, cone, pyramid.

I put a large chart up on the wall and wrote the new mathematical words on it, and the definitions they had agreed. I asked the learners to start to write their own mathematical dictionary at the back of their exercise books, drawing diagrams to show the meanings of these words. They added to this dictionary during subsequent mathematics lessons.

Then, for the next activity, I had brought some old plastic shopping bags to school. I put one of the objects from my collection into each bag, having carefully chosen the objects so that they were different (some cylindrical, some round, some square etc.).

I explained that these bags were called 'feely bags'. I chose the first learner and told her to put her hand into the bag without looking. She then had to feel and describe the shape of the object in the first bag. She had to describe the object using her newly learned words. The other learners had to put their hands up when they thought they knew what the object was. When the guessed correctly, the girl pulled the object out of the bag and showed the class!

Being able to feel and describe the object in the next feely bag was the reward for the learner who had guessed correctly.

When doing the activity, I made sure all the learners were paying attention, only allowing one to speak at a time so that learners could think about what each person was saying.

5. Questions

a.	Fill in the missing word:
	At the teacher professional development course it was suggested that they start
	with a 🕊 activity for geometry.
b.	How many learners did Mrs Banda have in each group?
C.	How many objects did she give to each group of learners?
Ч	How did some of Mrs Banda's learners sort them at first?

Æ	<i>5</i>
e.	Write down some of the words she taught them to describe objects.
Ł	5
f.	What is a 'feely bag'?
Æ	<i>\$</i>
g.	How does the 'feely bag' game work?
Ł	5
h.	What did the game teach the learners?
P	5







This is a feely bag, made by using an old plastic shopping bag and locally found objects

Activity 4: Check your planning skills



30 mins

Purpose

- To reflect on how you usually plan and prepare activities.
- To think about aspects of planning which you may like to improve on?

What you need

A pen or pencil to make notes

What you will do

Discuss and reflect on how you usually plan and prepare for your lessons.

Discuss these questions in your study group and write the answers in the space provided:

- 1. Which parts of your lesson planning and preparation go well?
 - Thinking about the lesson purpose?
 - Identifying the skills and knowledge to be covered?
 - Planning the sequence of lesson the activities?
 - Planning the detail of each learning activity?
 - Planning how to organise your learners?
 - Preparing the learning and teaching resources?

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2. Which aspects do you feel you could do better?

Z	 	

Activity 5: Telling a story as a stimulus for a maths activity



45 mins

Purpose

- To watch the video and observe:
 - how telling a story can be used as a stimulus for a maths activity
 - o the different components of the lesson
 - how the teacher in the video supports the pair/group work.

Word Power Stimulus n. stimulation or motivation

What you need

- The tablet to watch videos 8, 9, 10 and 11.
- A pen or pencil to make your own notes

What you will do

- Read through questions about the video
- Watch all 4 Videos (8, 9,10 and 11) in which Phindi uses a story with a problem in it that needs to be solved, as a stimulus to implementing a maths lesson.
- Notice how Phindi supports the group work.
- Discuss and write responses to the questions.
- **1.** Before you watch the videos, read through the questions in number 4 below. You can take notes about the questions while you are watching the video.
- 2. Watch Video 8, 9, 10, and 11 (which are 4 parts of ONE video watch them all!)



3. After you have watched the video, discuss your responses to the questions. Write your answers in the space which has been provided.

a. What do you think was the purpose of Phindi's (the teacher's) activity?

4. Questions related to the Videos (all 4 parts)

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b.	Identify and name the various components that make up the who activity?	le learning
	≾	Word Power Components n. sections, elements or pieces that fit together to build a whole
c.	What do you think the learners learned? (Knowledge? Skills? Val	ues?)
Æ	క	
d.	How were the groups and the furniture arranged?	
Æ	≾	
	ow did this arrangement help learning? Explain how it helped the le	earners and
Æ	క	

e.

f. Which of the following were used, why, and for what part of the acti	. ١	Vhich of the followi	ng were used	d, why, and	for what par	t of the activi	tv′:
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g. What did Phindi do to support the learners in their group and pair work?

	Yes/No	Part of activity	Reason
Whole class teaching			
Group work			
Pair work			

n. Can you think of any other stories that y maths activities? Write down what the s maths activities could be done with each	stories are about and explain what type of
Stories	Maths activities
Æ	

Activity 6: Ways of supporting group work



15 mins

Purpose

• To watch the video and to observe how the teacher organises to support the group work activities.

What you need

- The tablet for watching video 12
- A pen or pencil to make notes

What you will do

1. Watch Video 12.

- Read the question about the video.
- Watch Video 12. This is a video about using peer support for group work activities.
- Discuss and write responses to the question.

2. Discuss and write answers.
In this video, who supports the learners working in groups and pairs? How do they support them?
\(\mathbb{Z}\)

Test yourself

•	Once you are satisfied with your result, tap save. A code number will pop up, sms the code to the course administrator. This is how your progress through the course will be tracked.	
Se	elect the correct answer.	
1.	In Activity 1, you asked your learners to sort all the locally found resources in BRING Box into separate containers. What do you think your pupils learnt from participating in this activity?	
	a. How to keep the classroom tidyb. How to sort and groupc. How to store stuff in boxesd. How to stack boxes	
2.	The purpose of the feely bag activity (Activity 2) is to give learners the opportuni	ty to:
	a. Learn through playb. Learn through touchc. Learn new maths wordsd. Learn to guess more accurately	
3.	Lesson and activity planning require one to follow a set of steps or stages. Why do you think this is important?	
	 a. Because it is important to plan logically b. Because it is important to structure learning c. Because one step leads to another d. Because it is important to pace learning 	
4.	In Video 8, the teacher reads her learners a story. What do you think was the teacher's reason for reading this story at the beginning of the maths lesson?	
	 a. To relax the learners by telling them a story at the beginning of the lesson b. To challenge the learners to think about the meaning of the Chinese story c. To give her learners a complicated maths problem to solve in class d. To stimulate the learners curiosity to work out the answer to the maths problem for themselves 	

5.	In Vid	deo 9, what kind of learning support did the teacher organise for the group activity in her class?	p
	a. b. c.	Peer support Pair support Group support Individual support	

Week 4: Planning learning activities

Activity 1: Discuss a video on planning a maths activity on fractions and study the activity plan



45 mins

Purpose

- To watch and discuss a video of a teacher planning a learning activity
- To help you think about and plan your own learning activities.

What you need

- Your tablet to watch video 13
- A pen or pencil for make notes
- To refer to Lorato's completed activity plan on page 55

What you will do

- Read the questions
- Watch video 13
- Study the activity plan
- Discuss the questions and write your responses.
 - 1. Before you watch the Video, read the questions.
 - 2. Watch Video 13 which shows a teacher (Lorato) planning an activity for her class. She is using an Activity Plan template.



Word Power Template: n. a model, which gives a structure and steps to follow

- **3.** Carefully study Lorato's completed activity plan on fractions that is on page 55.
- **4.** After you have watched the video, discuss the questions and write answers in the space provided.

5. Questions

a.	What did I	Lorato nee	ed to know	before sh	ne started	writing her	plan's

A											

b. What steps did Lorato follow in developing her plan? List all the steps:
c. What is she planning to do after she has taught the activity?
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Activity Plan: Activity on fractions

Name of School:

Date and/or Time:

Grade: 3

Subject and Topic: Mathematics, beginning fractions

Purpose of activity:

Help learners to understand how to physically represent fractions

Skills, knowledge and values to develop:

Outcomes – Learners will be able to:

- a. Explain what a fraction is.
- b. Divide a group of objects into parts (fractions).
- c. See some uses of fractions in daily life.

PREPARATION

Decide on how learners will be grouped for this activity

Class divided into random groups of four learners each

Resources:

Bottle tops or small stones to be used as counters

INTRODUCE THE ACTIVITY

How you introduce the activity, (get the learners' attention)

- a. Ask learners "What do you already know about fractions?" Listen to their ideas.
- b. Share examples of fractions, such as: "When my mother shares her apple with me she cuts it in half". Listen to learners' examples.
- c. First, we will demonstrate how fractions work by dividing a group of learners into smaller groups.
- d. Then you will do it in small groups using bottle tops or stones.

DO THE ACTIVITY

Teacher Tasks (What will you do to support the activity?)

- a. Call eight learners into a standing group.
- b. Ask one child to divide the group in half.
- c. Ask these questions:
 - How many groups do we need for a half?
 - How many learners should be in each group?
 - How can we find out if we are correct?
 - Is there another way to divide the learners?
- d. Ask another child to divide the group of eight learners into quarters.
- e. Ask these questions:
 - How many groups do we need for a quarter?
 - How many learners should be in each group?
 - How can we find out if we are correct?
 - Is there another way to divide the learners?

Learners Tasks (What will the learners do in the activity?)

- a. Eight learners stand up in front of the class.
- b. One child divides the group of 8 learners in half.
- c. With the help of other learners, the child answers the teachers' questions, and counts the number of learners in each group.
 - Other learners say what they think.
- d. Another child divides the group into quarters, and learners say what they think.
- e. Learners respond

- f. Divide the whole class into small groups of four learners each.
- g. Give each group a set of 12 small stones.
- h. Ask the learners in groups to explore how to divide the bottle tops or stones into halves, quarters and thirds, using different methods.
- i. Ask these questions:
 - How many groups do we need for a half / a third / a quarter?
 - How many stones should be in each group?
 - How can we find out if we are correct?
 - Is there another way to divide the stones?
- j. Ask the question "Can you divide the set of bottle tops or stones into fifths? Why or why not?" and let the learners discuss it and show it using their bottle tops or stones.

 In small groups of four, learners explore dividing a set of 12 bottle tops or stones into halves, quarters and thirds, in different ways, answering the questions.

• Learners discuss in groups "Can you divide this set of bottle tops or stones into fifths? Why or why not?" Learners show this with their bottle tops or stones.

ENDING THE ACTIVITY

Teacher Activities

Learner Activities

(What does the teacher do to end the activity?)

Ask the learners:

- k. What did you learn today about ways of dividing eight learners into halves and quarters?
- I. What did you learn today about ways of dividing twelve stones?
- m. Do you think you can divide eight learners into thirds? What about fifths?

(What do the learners do to show that they have done the activity with understanding?)

- a. Learners say what they learned about dividing eight learners into halves and quarters.
- b. They say what they learned about dividing twelve stones into halves, quarters, thirds and fifths.
- c. They give their ideas about dividing eight learners into thirds and fifths.

REFLECTION

Complete this after you have done the activity. Use the following questions as a guide.

- a. Did I achieve the purpose of the activity? Why or why not?
- b. How did I change the activity to help the learners to understand better?
- c. What part of the activity went well? What could have be done differently or better next time?
- d. Did all the learners understand how to group stones into equal groups?
- e. What will I do if some learners didn't understand?

Activity 2: Adapt and implement a fractions activity with your own class



30 mins to prepare and 30 mins to implement

Purpose

- To adapt Lerato's maths fractions activity to suit your own learner's level
- To implement the fractions activity with your own classes

What you need

- The tablet
- A pen or pencil for make notes
- To refer to Lorato's completed activity plan on page 55, above.
- Sufficient bottle tops or small stones to give each group in your class 12 bottle tops/stones

What you will do

- Carefully read the activity plan (page 55)
- Discuss how you will adapt the activity to suit the level/grade of your learners
- Ensure that each teacher has sufficient stones/bottle tops to implement the activity
- All teachers implement the activity with their classes
- The study group selects which teacher's lesson will be videoed and makes the arrangements for the video to be made.
- 1. In your study group discuss how you will need to adapt the fractions activity that is described in the activity plan on page 55 to suit the level/grade of learners that you teach.
 - For younger learners, limit the activity to halves and quarters.
 - For older learners, you can expand the activity to thirds and give your learners the challenge of working out how to calculate a fifth.
- 2. Decide and plan how many groups you will have in your class.
- 3. Before the lesson, each teacher will need to ensure that they have sufficient bottle tops/stones for this activity. You need 12 bottle tops for each group.
- 4. Implement the activity which you have adapted to suit the level of your class/es. Follow the same process and steps that are set out in the activity plan on page 55.
- 5. The selected teacher should remember to have their implementation of the activity videoed by a colleague or friend.

Activity 3: Watch the study group teacher's video and reflect on the activity implementation



30 mins

Purpose

- To reflect on the study group teacher's implementation of the fractions activity.
- To reflect on your own implementation of the fractions activity

What you need

- The tablet with the video of your study group teacher implementing the fractions activity
- A pen or pencil for make notes

What you will do

- Watch the video of your study group teacher implementing the fractions activity
- Discuss the implementation of this activity and reflect of what worked well and what could be done differently next time.
- At the same time, each teacher in the group should also reflect on their own implementation of the activity.
- Respond to the questions in the space provided
 - 1. Before you watch the video, read the questions in 4. Keep them in mind while watching the video.
 - 2. Watch the video of your study group teacher implementing the fractions activity.



- 3. Discuss the implementation of this activity and reflect of what worked well and what could be done differently next time.
- 4. Questions to guide your reflection
 - a. Was the purpose of the activity achieved?
 - Did all the learners understand how to group the bottle tops/stones into equal groups?

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b.	Was it necessary to adapt or change the activity as the lesson was being implemented to help the learners to understand better? Explain your answer.
	&
c.	What part of the activity went well?
	K
d.	What could have be done differently or better next time?

Activity 4: Read about activities on shape and think about how to implement them



45 mins

Purpose

- Read about activities on shape (Mathematics).
- To think about the resources, preparation and all the steps that are necessary tor planning learning activities on shape.

What you need

A pen or pencil to make notes

What you will do

- Read the Zambian mathematics syllabus requirements on the topic of shape.
- Read the two different activities on shape that are described on page 64 below.
- Think about how you would implement the two activities described.
- Think about whether you will need to adapt these activities for the level/grade of your class? Ask yourself, what must I do to make these activities relevant to my grade/s?
- 1. Read this extract on the topic of shape from the Zambian Mathematics Syllabus Grade 1-7 (2013).

Match the grade you teach to the required specific outcomes for learning about shapes.

GRADE	TOPIC	SPECIFIC OUTCOMES
1	1.2 SETS	1.2.1 Sort objects according to size, colour and shape
1	1.6 PLANE SHAPES	1.6.1 Recognise squares, circles, rectangles and triangles.
		1.6.2 Trace outline of squares, circles, rectangles and triangles.
2	2.11 PLANE SHAPES	2.11.3 Identify side and vertex of rectangle and square.
2	2.12 SOLID SHAPES	2.12.1 Recognise cuboid, cube, cylinder and sphere.
3	3.1.2 PLANE SHAPES	3.12.1 Identify right angled triangle by folding rectangular and squared paper
		3.12.2 Draw right angled triangle on squared paper
4	4.10 PLANE SHAPES	4.10.1 Draw a rectangle and square using a protractor
		4.10.2 Identify isosceles and equilateral triangle
4	4.11 MEASURES	4.11.3 Illustrate the meaning of area.
		4.11.6 Find the area of rectangle and square.
5	5.10 PLANE SHAPES	5.10.2 Describe trapezium, rhombus and parallelogram

5	5.11 SOLID SHAPES	5.11.1 Identify face, vertex and edges of cuboids and cubes
5	5.12 MEASURES	5.12.4 Describe volume.
		5.12.8 Calculate the volume of cubes and cuboids.
6	6.11 PLANE SHAPES	6.11.1 Identify regular polygons up to six sides
		6.11.2 Draw hexagon and hexagon
6	6.12 MEASUREMENT	6.12.1 Find the total length of edges of cube and cuboid.
		6.12.2 Find the total surface area of cube and cuboid.
7	7.11 MEASUREMENT	7.11.1 Calculate circumference, using radius of diameter of the circle.
		7.11.2 Calculate the area of a circle.
7	7.12 SOLID SHAPES	7.12.1 Identify a cylinder and triangular prism.
		7.12.2 Draw nets of cylinder and triangular prism.
		7.12.3 Draw sketch of cylinder and triangular prism.

- 2. Read the two different activities on shape. The activities are similar to Mrs Banda's activity (Week 3, Activity 3).
- 3. Think about the grade you teach and how you may need to adapt these activities to suit their level.

Action 1: Identifying and sorting geometric shapes

Select from your BRING box and STORE boxes a number of cans, boxes and toilet rolls as well as other objects which are in the shape of cubes, cuboids or cylinders.

You will need 2 per child, or 10 for each group in your class. Include some objects with irregular shapes as well as pictures or flat shapes if you wish. If you don't have enough, ask learners to help you collect more.

- 1. The learners are organised in groups.
- 2. The teacher calls the learners to gather around and shows them a few of the objects:
 - For example, an object with a flat surface, then another with a curved surface.
- 3. The teacher asks the learners to pick out other objects with flat surfaces, or with curved surfaces.
- 4. The teacher then asks the learners to return to their groups, and gives each group a selection of objects.
- 5. Their task is to sort each object into one of four sets:
 - all flat surfaces;

- all curved surfaces;
- flat and curved surfaces:
- others.

Let one learner per group be in charge of each set.

This activity can be adapted this activity for older learners by introducing further terms such as: 'vertex' and 'edge', or 'cube', cuboid', 'sphere' and 'cylinder' and using these to sort the objects.

Action 2: A Feely Bag/Box: Describing shapes

Prepare the feely bag (like the one you can see in Activity 13) or you could also use a box.

This picture shows a person's hand inside a hole in the side of an old box of a kitchen utensil.

You can use any box big enough to fit a hand and the object being felt.



For a very large class one may need two feely bags/boxes. This will help more learners participate.

Then proceed with the game.

- 1. The teacher puts an object into the bag/box without the learners seeing what it is.
- 2. One learner goes to the front of the class to feel what is in the bag/box.
- 3. The learner must then carefully describe what it is that they can feel. The learner must not name the object, but should say things like, 'It has 4 corners, it has 6 flat surfaces,' etc.
- 4. Encourage the learners to use the vocabulary that they learned in Activity 1.
- 5. This carries on until a learner in the class thinks they can name the object.
- 6. If they name it correctly, the object is pulled out of the bag and shown to everybody.
- 7. The learner that successfully guessed what the object was, is the next to play the feely game. (Allow only one chance per learner).

Other uses of the Feely Bag

- The feely bag (or box) game can be used for a number of other purposes, depending on what you put into the bag (or box). For example, you can help learners develop a broader range of adjectives for description in English.
- Let the learners feel and touch items which have different textures, e.g. soft, fluffy, rough, hairy, smooth, lumpy, crisp, etc. and write up some of the new vocabulary on the board.
- The items could also have different shapes: long and thin, round, fat, square, etc.
- They might have sharp edges, e.g. a pair of scissors, or bristles, e.g. a brush.
- After this, these items, or similar ones which have different textures and shapes, are put into the bag and the game is played.
- The game gives learners an opportunity to use the newly learned vocabulary in a fun activity. You may be able to think of other kinds of items to put into the bag.



Reflection

Stop and think about these two activities and decide what it is that you may need to do differently to adapt the activities to your learner's level.

Activity 5: Prepare a written plan for two activities on shapes



45 mins

Purpose

- Prepare an activity plan based on the two activities on shape that you studied in Activity 4 above.
- Adapt the activities to suit the level of your class.

What you need

- A pen or pencil to make notes
- The blank Activity Plan template on page 67, below.

What you will do

- Refer to the two activities on geometric shapes described in Activity 4
- Complete the Activity Plan template for your class activities on geometric shapes.
- Remember to adapt the activities to your grade/s if necessary.

Follow these 8 steps to plan your activities and complete the Activity Plan Template on page 67 below.

- 1. Fill in the grade or grades you will be teaching.
- 2. Fill in the subject and topic (Shapes)
- 3. Think about and discuss
 - the grade/s for which you are planning these activities
 - the purpose of the activity;
 - the skills, knowledge and attitudes the learners should develop.

Write them down.

- 4. Decide on how learners will be grouped for learning
- 5. Write down the resources you are going to use.
- 6. Think about and discuss your introduction.
 - How are you going to catch the learners' interest and attention?
 - Write down your best idea.
- 7. Think about what you will do, and what the learners will do.
 - Write down these steps under Teacher tasks and Learner tasks.
- 8. Think about how you will end the activities.
 - What will the learners do to show that they have developed some knowledge and understanding of the topic?

Activity Plan			
Name of School:		Date and/or Time:	
Grade/s:			
Subject and topic:			
Purpose of activity:	Skills / knowledge / attitudes learners should develop:		
RESOURCES AND PREPARATION NEEDED:			
CLASSROOM ORGANISATION FOR LEARNING			

INTRODUCTION	
How you introduce the activity, (get the learners' attention)	
DO THE ACTIVITY	Learners Tasks
Teacher Tasks	(What will the learners do in the activity?)
(What will you do to support the activity?)	

ENDING THE ACTIVITY Teacher Activities (What does the teacher do to end the activity?)	Learner Activities (What do the learners do to show that they have done the activity with understanding?)
, ,	ity. Use the following questions as a guide.)
What parts of the activity went well?	you know?
What was unexpected?	

•	Did all learners play an active part in the activity?
•	What do you think they learned?
•	What did you learn?

Test yourself

•	CI Y O A T	efore moving onto Week 5 each teacher needs to complete this multiple hoice assessment individually. Ou can do the test as many times as you like. Once you are satisfied with your result, tap save. I code number will pop up, sms the code to the course administrator. This is how your progress through the course will be tracked. Or your own record, note the code you sent:	
Sel		t the correct answer. When planning a learning activity, like Lorato did in Activity 1, one of the fisteps is to decide:	rst
		a. Where to implement the activity?b. What the purpose of the activity is?c. How much time the activity will take?d. How many learners are in the class?	
	2.	When adapting a ready-made activity plan, like you were required to do in Activity 2, one of the first things to consider is:	
		a. Whether your learners will enjoy doing the activity?b. Whether it is practical to do the activity with your learners?c. The level or grade that your learners are in?d. The amount of practice that your learners have had in this topic?	
	3.	In Mathematics, an activity dealing with objects that have flat and curved surfaces is most suitable for which grade? You may refer back to the extra on the topic of shape from the Zambian Mathematics Syllabus on page 62	
		a. Grade 1?b. Grade 2?c. Grade 3?d. Grade 4?	
	4.	Playing the Feely Bag or Feely Box game is an activity which gives learne an opportunity to practice which type of skills in a fun way?	rs
		a. Problem solving skills?b. Guessing skills?c. Feeling skills?d. Vocabulary skills?	

in A	Activity 5) your list of found objects which you need to collect for your	
a. b. c. d.	Sticks, stones and leaves? Tomatoes, avocados and bananas? Cans, small boxes and toilet rolls? Sweet wrappers, bottle tops and ice cream sticks?	
	in A BR a. b. c.	b. Tomatoes, avocados and bananas?c. Cans, small boxes and toilet rolls?

Week 5: Implementing activity-based lessons on the topic of shape

Activity 1: Collect and prepare the resources needed to teach the two activities on shape



15 mins to plan

15 mins to explain to your learners

1 hour after school for you and your learners to collect all the objects needed before the implementation of the planned lesson.

Purpose

 To ensure you have collected all the necessary local resources needed for implementing the two planned activities on shape.

What you need

• The list of resources you wrote down in your activity plan for these two activities Prepared in Week 4 (Activity 5).

What you will do

- Allow enough time to collect the objects before implementing the activities!
- Invite you learners to help you collect all the items that you will need to implement the two planned activities on shape.
- You will need to think about the number of groups that you will have in your class and make sure that you collect enough items.
- Also collect the bag or box that you will use as a Feely Bag/ Box activity.
- If you do not have them already, collect enough large boxes to for storing all the collected objects
- 1. Refer back to the activity plan that you wrote up (See Week 4: Activity 5) and answer the following:
 - What grade/s are you teaching?
 - How many learners are in your class?
 - How many groups need to be formed?
 - What kind of object needs to be collected?
 - How many do you need of each type of object?
 - o Have you already collected any of these objects before? Check which and how many you have already and which and how may you still need to collect?

- 2. Explain to your learners that you want them to help you to collect various waste objects to use in your next lesson.
 - Be clear about what it is you want them to collect and how many of each object.
 - Also remind the learners to ensure that the items are clean as everyone will need to handle them as part of the activity.
 - If you don't have enough storage boxes remember to ask your learners to help you to collect some as well.
 - Explain that they need to collect all these objects after school time.

 They can ask their parents and other in the community to help them as well
 - Tell them by when the objects need to be brought to school (by which day?)
- 3. When you and the learners bring all the found objects to school, set aside a short time during break to sort everything into the storage boxes. For example, all cans together, all toilet rolls together, all small boxes together so that all the objects are easy to access when you need them for your lesson on shape.

Activity 2: Prepare to teach two activities on shapes



30 mins

Purpose

To make preparations for your class activity.

What you need

- Your activity plan from (Week 4: Activity 5)
- Your classroom, arranged for group work.
- Enough varied objects of various shapes (10 per group).
- · A Feely Bag or Box.
- Your tablet, to video the activity.

What you will do

Discuss in your group what you need to do to prepare for your activity.

Agree on which teacher's lesson will be videoed.

- 1. Each teacher in the study group must prepare to implement the two activities on shape with their own class/es.
- Only one teacher in the group will have their lesson videoed. Remember to choose who that should be. A colleague or friend will take the video using the tablet.

3. You will need to:

- Agree on who will take the video;
- Arrange the date and time of the class;
- If it is a colleague, he or she should not leave a class without a teacher.
- 4. Work together as a group to make sure that everyone in the study group has all the resources they need to implement the activities in their own classes.

Activity 3: Implement two activities on shapes your classes and make a video



1 hour

Purpose

- To teach two activities on shape, using group work and locally found resources.
- To video one teacher implementing the activities, so that the group can reflect on the implementation process.

What you need

- See Activity 2, above.
- Your tablet.
- You may also need numbers for the groups, if the class is to be divided again.

What you will do

- Teach the activities, following the Activity Plan you have written (Week 4: Activity 5).
- Each teacher in your study group will facilitate the group activity according to the plan with their own classes.
- Only one teacher from your study group will make a video of it. A colleague or friend will be taking the video.
- 1. All your planning and preparation has been done. Now you need to go to your classroom and teach.

A colleague or friend will take a video of a study group teacher's ac	



Activity 4: Watch the study group teacher's video and reflect on what you have learnt

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30 mins

Purpose

To think back on the activity and see what you learned from it.

What you need

Your tablet, a pen or pencil to write notes.

What you will do

- Watch the video of the study group teacher's activities on shape.
- Reflect on your own lesson and the lesson that has been videoed.
- 1. Before you watch the video, think about the Reflection Questions in Section 4 of the Activity Plan template.
- 2. Watch the video of the study group teacher's activity on the tablet.

Study group teacher's video

- 3. After watching the video, discuss the Reflection Questions in your group.
- 4. Write your responses in the space provided:

•	what was the purpose of the activity?
•	Did you and the learners achieve the purpose? How do you know?
•	What parts of the activity went well?

•	What was unexpected?
•	What difficulties did you have?
	Did all learners play an active part in the activity?
•	Did all learners play art active part in the activity?
•	What do you think they learned?
•	What did you learn?



Many people who work in teacher education believe that it is important that teachers become reflective practitioners.

Reflective practitioners are teachers who think all the time about ways to improve their teaching. They think about this when they teach a lesson or work with a child. They also think like this when they organise an event at the school. They ask themselves how it went. They try to learn from the successful parts. They also try to learn from the parts which didn't work so well, so that they can do better next time.

Teachers who think about their work in this way will improve all the time. This is why it is very important to reflect on your lessons after you have presented them.

Test yourself

•	To conclude Week 5 and Module 1, each teacher needs to complete this multiple choice assessment individually.
•	You can do the test as many times as you like.
•	Once you are satisfied with your result, tap save.
•	A code number will pop up, sms the code to the course administrator
•	This is how your progress through the course will be tracked.
•	For your own record, note the code you sent:

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lec	t the correct answer.	
1.	Select the lesson planning sequence which you think is most useful.	
b. c.	Classroom organisation, purpose, resources Class organisation, purpose, resources Purpose, class and classroom organisation, resources Resources, class and classroom organisation, purpose	
2.	When introducing the activity to the learners it is important to start by:	
b. c.	Writing the topic on the board for all the learners to see? Reading the introduction out of the textbook? Telling the learners about the topic? Asking the learners what they know about the topic?	
3.	Once you have introduced a topic and the learners are busy working on the activity, your role is to:	
b. c.	Walk around the classroom and check that everyone is quiet? Walk around the classroom and offer support where it is needed? Sit at your desk and plan your next lesson? Sit at your desk and catch up with your marking?	
4.	When concluding an lesson, it is important to:	
b. c.	Write the key words learnt in the lesson on the board? Remember to set the homework for the next day? Engage the learners in the process of consolidating key learning points? Engage the learners in packing away the resources and tidying up?	

5.	What is a reflective practitioner?	
a.	A teacher who thinks all the time about ways to improve their teaching?	
	A teacher who makes sure that all their planning is done timeously?	
C.	A teacher that is very thoughtful in their interaction with other teachers?	
d.	A teacher that relates well to their learners and is always friendly?	

Module Two: Managing Interactive Learning

Learning outcomes

By the end of this module you will have:

- 1. Planned and implemented strategies for managing interactive learning in different sized, multi-grade classes and multi-level classes.
- 2. Planned, prepared and implemented collaborative and independent learning activities for groups and individual learners.
- 3. Created teaching and learning resources from materials found in the local environment.
- 4. Called on individuals and groups in your community who have specials skills and expertise to support and enrich teaching and learning in your classes.

Week 1: Managing whole class teaching and group work in a multi-grade and/or multilevel class

Activity 1: Reflect on your own teaching experience
15 mins
Purpose To think about how you manage a multi-grade class, or a large class with learners who have mixed abilities.
What you will need A pen or pencil to make notes
What you will do Answer questions about and discuss the way you manage large and multi-grade classes.
On your own, answer the following questions and make notes 1. Do you have a large class or a multi-grade class? Think about how you manage the class.
 How do you manage learners with different levels of ability in one class?
How do you keep one group (e.g. Grade 1) occupied while you are teaching another (e.g. Grade 2)?

• Do you find time to support learners who are struggling? If so, explain

how you do this.

Share and discuss what you have written with your study group. Write dow the three ideas which you think are the most helpful.						
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Activity 2: Planning a multi-grade lesson for learners with different reading abilities



35 mins

Purpose

To think about how to plan a lesson for a multi-grade class with different reading abilities which will provide a balance between whole class and group work activities.

What you will need

- Video 14.
- To refer to the completed Activity Plan for the grade 1, 2 and 3 Language and Literacy on page 87.
- A pen or pencil to make notes

What you will do

- Watch the video clip 14 of Charity planning the activities for the language and literacy lesson
- Refer to Charity's completed Activity Plan for the grade 1, 2 and 3 Language and Literacy lesson on below.
- Reflect on the planning process and respond to the questions below.
 - 1. In your study group watch Video 14. While watching think about the questions below.



- 2. Read and discuss the Activity Plan for the Grade 1, 2 and 3 Language and Literacy, on page 87. Focus on the following sections:
 - The purpose
 - Skills, knowledge and attitudes
 - The National Literacy Framework requirements
 - Read through the DO THE ACTIVITY section to see what strategy has been used to manage the large multi-grade class.
- 3. Questions
 - a. What is the purpose of the activities in this lesson?

Word Power Strategy: n. plan or approach

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b. What strateg	y is Charity planning to use to manage her large multi-grade class?
K	
Comment	Teaching large, multi-grade classes is never easy. The secret to a successful multi-grade lesson is doing thorough planning and preparation

Managing various groups working on different activities in one classroom is also a challenge. One of the ways of addressing this challenge, is by preparing all the resources that the learners will need to do the planned activities. The resources enable groups to work relatively independently, leaving the teacher free to attend to other sections of the class, or to give support to specific groups as needed.

Activity Plan: Literacy and language activities for multi-grade and learners with different reading abilities

Name of School:		Date and/or Time:		
GRADE/S:	Grade 1	Grades 2 and 3		
TIME ALLOCATION	Double period	Double period		
SUBJECT FOCUS	Literacy: Reading and writing Local Languages	Literacy: Reading and writing English		
PURPOSE OF THE ACTIVITIES	 For learners to practice listening to a story while following the text. For learners to draw pictures of something they enjoy doing and make a word or sentence about it, which teacher will write on the board. 	 For learners to work independently in groups, guided by the teacher. In different groups: For learners to make English words from letters (and draw pictures of them). For learners to match sentences and pictures, read the story (and draw their own pictures). For learners to write sentences about pictures and read them to other learners. 		
Skills / knowledge / attitudes learners should develop:	 Associating letters with words and meanings. Reading with meaning, purpose and enjoyment. National Literacy Framework: Practice left to right eye movement and top-down (1.1). Read/interpret pictures (1.2) 	 Reading and writing with meaning, purpose and enjoyment. Curriculum: Reading: The alphabet (2.2.1), Syllable formation (2.2.3) Word formation (2.2.4) Sentence formation (2.2.5) Write all the letters of the alphabet (2.3.1.1) Sentence formation (2.3.3) 		

	 Visual discrimination activities (1.3) Tell stories (1.4) (Demonstration) Combine letters to form words (2.1 Phonics) Construct simple sentences using words (4.1) Extensive reading of different texts 	 Spelling (2.3.4) Write simple words or sentences about a picture (2.3.7) National Literacy Framework: Chronological order in a passage or story Extensive reading of different texts.
RESOURCES NEEDED	 A copy of the story 'I enjoy doing' (Local Language version) from the printed Collection of African Stories Write out the story in large letters on chart paper or board. Paper (or exercise book) for each child to draw on and later read from. 	 Pictures of children and adults doing various things – Action pictures (e.g. sports activities cut out from newspapers, magazines, stuck on (chart) paper, or copied and cut out from the story itself (if teacher has a copy which can be cut up). A copy of the story 'I enjoy doing' (English version) from the printed Collection of African Stories Cut up the story into pictures and sentences. Letters cut out of newspapers or written on separate pieces of (chart) paper. Words from the story 'I enjoy doing' written out on separate papers/cards. Paper (or exercise book) for each child to draw on and/or write on.
PREPARATION	 PREPARATION OF RESOURCES Write out story in large letters on chart paper, (or on the board) before the class begins. Chart paper is better because you can use it again. Pictures from photocopy of story called 'I enjoy doing'. Make sure each child has paper (loose or in an exercise book) to draw on. Each child must also have a pencil, a crayon, or a piece of charcoal, to draw with. 	GROUPING LEARNERS Plan how the Grade 2 and 3 learners will be grouped based on English literacy ability. Prepare lists of which learners need to be in which groups. You may need to plan more than 3 groups. Red Group: Only just able to read English words Blue Group: Has made fair progress Green Group: Can read and write quite well in English.

PREPARATION OF RESOURCES

1. A copy of the story '*I enjoy doing*' in local language and a copy of the story in English.

2. For the Red Group

- Write some action or doing words from the story 'I enjoy doing' on pieces of card, e.g. enjoy, doing, skipping, writing, reading, helping, listening, sleeping, friend, pictures, fruit.
- Large letters cut from headlines of newspapers. Enough for the group of children to make the words chosen above. They must be lower-case letters, the kind the children know.
- Flour and water to make glue, stick to apply glue

3. For the Blue Group

- Pictures from the story called '*I enjoy doing*', put into an envelope.
- Sentences from story called '*I enjoy doing*', written out on small cards /pieces of paper and put into an envelope.

4. For the Green Group

 Pictures of children and adults doing different things, e.g. sports, watching TV, eating, playing, cleaning the house, working, riding a bike etc. Find and cut out from newspapers, magazines (stuck on paper or card if possible) and put into an envelope.

INTRODUCTION

How you introduce the activity, (get the learners' attention)

CLASSES TOGETHER

- 1. Says, 'Today, we are all going to read, write and draw. When we have finished working together, Grade 1's are going to draw pictures, and Grade 2's and 3's are going to work in groups on their own. But first, we will talk and read together about what we like doing.'
- 2. Teacher talks with learners, in local language, about what they enjoy doing. The teacher shows the learners, one by one, the pictures, asks who enjoys doing this, and distributes them to different individuals.
- 3. As teacher discusses, she also asks the Grade 2's and 3s how to say these things in English.
- 4. Now turns to the local language story written out on chart paper or the board.
- 5. Reads one sentence at a time, pointing to words as she/he reads. At the end of each sentence, the learner with the matching picture puts up hand and shows picture.
- 6. 'Now let us listen to the same story in English.' Teacher reads English version of the story from her own manual and learners show matching pictures.
- 7. In preparation for the next part of the lesson, the teacher directs the class to sit in separate areas of the classroom.
 - Grade 1's can sit on the floor in front of the classroom, each with an exercise book / piece of paper and pencil / crayon / charcoal.
 - Grade 2's and 3's are directed to sit in the planned ability groups (Red, Blue and Green Groups) at the available desks.
 - Each group is given the envelope with the resources for the task which applies to their group.

DO THE ACTIVITY		DO THE ACTIVITY	
Teacher Tasks (for Grade 1) (What will you do to support the activity?)	Grade 1 Learners Tasks (What will the learners do in the activity?)	Teacher Tasks (for grades 2 & 3) (What will you do to support the activity?)	Grade 2 and 3 Learner Tasks (What will the learners do in the activity?)
1. Tells learners that each must make a drawing of themselves doing something they enjoy and try and write the action word on the picture. e.g. <i>Jumping</i> or <i>Eating</i>	Each learner draws a picture of themselves doing something they enjoy.	 Goes to each group in turn to help them understand what to do. (Return to Grade 1) Checks periodically whether learners understand the task and are on task. 	 The Red Group: Learners form the given action words with the cut out letters. Use the flour glue to stick the word into their exercise book. Then learners practice writing the word they made in their exercise books. Draw a picture showing the action (of the chosen word)

2. (Go to Grade 2 while they draw.)

Blue Group:

- Match story pictures with sentences from *I enjoy doing* story written on cards.
- Reads them all to one another (one sentence each), then draws own picture and writes caption.

Green Group:

 Writes sentences for the action pictures of children/adults doing something they enjoy. They then draw their own pictures to go with their sentences.

ENDING THE ACTIVITY

Teacher Activities

(What does the teacher do to end the activity?)

- 1. Teacher now brings the Grade 1's and 2's together again as a single class.
- 2. Grade 1:
 - Teacher asks selected Grade 1 learners to come to the front and tells each learner to show their picture and tell about it. Teacher writes words that Grade 1's say on the board, in Cinyanja (local language).
- 3. Grade 2's and 3s:
 - Teacher selects two learners from each of the 3 groups (Red, Blue Green) to come to the front in turn:
 - Asks Red Group 1 to read the words they have made and show their pictures. Teacher writes the words on the board together with the Cinyanja) local language. version.

Learner Activities

(What do the learners do to show that they have done the activity with understanding?)

- 1. All learners come back together in one big group.
- 2. Selected Grade 1 learners are called up to the font of the class by the teacher. Each learner reads his/her word or sentence in local language and shows the picture they have drawn.
- 3. Grade 2 and 3 learners come up in groups to show their English writing tasks and their drawings.
 - Red Group reads the words they have made and shows their pictures.

- Asks Blue Group to read some sentences of the 'I enjoy doing' story and show their pictures.
 Teacher writes the doing word on the board (e.g. running), together with the (Cinyanja) local language version.
- Asks Green Group 3 to read the sentences they have made about the 'I enjoy doing' pictures and show their pictures. Teacher writes the doing word on the board (e.g. running), together with the (Cinyanja) local language version.
- 4. Encourages the class to applaud learners' efforts.
- 5. Teacher takes in resources and work done.
 Resources are stored for later use (by learners and teacher together). Learners need to learn where the resources are carefully stored.

- Blue Group reads sentences from the 'I enjoy doing' story, showing their pictures.
- Green Group shows the pictures and reads the sentences they made up.
- Everyone applauds the others' efforts.
- Each group hands in the resources they used in their group, tied together or in the envelope they were in at first, and with the task instructions.
- Each group hands in the pages (or exercise books) on which they did their drawing and writing.

Activity 3: Preparing resources for group work



35 mins

Purpose

To think about how to prepare resources for whole class and group work activities for a multi-grade class with different reading abilities.

What you will need

- Video 15
- To refer to the completed Activity Plan for the grade 1, 2 and 3 Language and Literacy on page 87 above.
- A pen or pencil to make notes

What you will do

- Watch the video clip 15 of Charity preparing the resources for the group activities for the language and literacy lesson.
- Refer to the completed Activity Plan for the grade 1, 2 and 3 Language and Literacy lesson above.
- Think about and discuss how you could make similar resources for your class.
- Discuss and answer the questions in the space provided.

•	In your study group watch Video 15. While watching think about the questions
	below.



- Read and discuss the Activity Plan for the Grade 1, 2 and 3 Language and Literacy, on page 87 above. Focus on the PREPARATION section of the plan.
 - Think about the way in which the learners will be grouped.
 - Read the preparation of resources section
 - Read through the DO THE ACTIVITY section to see what each group will do with the resources.

Questions

a. What are all the items that the teacher will need to collect ahead of time to make the resources which will be used with the whole class and group activities? Make a list of these items in the space provided.

S		

æ.	 b. Discuss and write down important points: How could you make similar resources for your own class? What are the advantages of building up a set of tasks like these? What difficulties might you encounter and how could you overcome them?
Æ	

I enjoy doing © African Storybook Initiative, 2015 Writer: Ursula Nafula / Illustration: Wiehan de Jager



Ndimakonda © African Storybook Initiative, 2014 Writer: Ursula Nafula / Illustration: Wiehan de Jager



Activity 4: Whole-class teaching in a multi-grade or large class



35 mins

Purpose

To think about the ways in which Charity manages whole class learning with three grades.

What you will need

- Video 16
- To refer to the completed Activity Plan for the grade 1, 2 and 3 Language and Literacy on page 87 above.
- Pen or pencil to make notes

What you will do

- Watch the video clip 16 which shows Charity starting off her lesson by teaching all three classes together as one whole class.
- Read the INTRODUCTION section of the Activity Plan for the grade 1, 2 and 3 Language and Literacy lesson above.
- Think about and discuss how Charity mixes and balances whole class teaching and group work.
- Discuss and answer the questions in the space provided.

1.	In your study group watch Video	o 16. While	watching	think about the	ne questions
	below.				



- 2. Read the INTRODUCTION section of the Activity Plan for the grade 1, 2 and 3 Language and Literacy on page 87 above.
- 3. Questions:

a.	How does Charity manage to teach all three grades	
	at the same time and yet provide a differentiated	
	learning experience for the grade 1s and the grade	
	2's and 3's?	

Word Power Differentiated: v. a separate

K	·

b. Charity is a teacher at a Community School like yours. She is trying out some new ideas, just as you will soon be doing. What can you learn from

you would do differently from the way she managed this section of the lesson/

seeing the way she managed the whole class teaching? Is there anything



By reading the story in both Local Language and English, Charity was able to engage the Grade 1's at their level, while athe same time catering for the needs of the grade 2's and 3's.

Code switching or moving between Local Langauge and English provides a valuable opportunity for the learners in the different grades to get practice in two langauges at one time and to learn fom each other!

Word Power

To code switch: v. To move between or alternate between two or more languages at one time.

Activity 5: Strategies for managing learners with different abilities in small groups



1 hour

Purpose

To think about strategies for managing group activities for learners with with different abilities.

What you will need

- Videos 17 and 18
 - Refer to Activity Plan for the grade 1, 2 and 3 Language and Literacy lesson, page 87 above.
- A pen or pencil to make notes

What you will do

- g

gr • Th	Tatch the two video clips 17 and 18 which show Charity teaching her multi- rade class, balancing whole class teaching and group work. Read the DO THE ACTIVITY and ENDING THE ACTIVITY sections of the Activity Plan for the grade 1, 2 and 3 Language and Literacy lesson. Inink about and discuss how Charity mixes and balances whole class teaching and group work.
וט	scuss and answer the questions in the space provided.
1.	In your study group watch Video clip 17 and Video 18. While watching think about the questions below.
2.	Read the DO THE ACTIVITY and ENDING THE ACTIVITY section of the Activity Plan for the grade 1, 2 and 3 Language and Literacy on page 87 above.
3.	Questions: Discuss the following questions and write your responses in the space provided.
	a. How did the Charity divide the learners into groups?
	b. What was her reason for dividing them in this way?

c. Why did she give different tasks to the different groups?
4. Read the following information and reflect on it.
Same-ability and mixed-ability groups In this lesson, the teacher has put learners who have not made much progress in English literacy in groups of their own. She has also placed those who a can already read and write English fairly well in groups of their own. This is called same-ability grouping.
In other lessons, she might sometimes use mixed-ability grouping. This means that each group would have a mixture of good readers, medium readers and readers who have not yet made much progress.
Note: Promote mixed ability grouping as same ability groups are not encouraged.
Reflection Stop and think about these two ways of forming groups.
In your group, discuss and write down what you think are the advantages and disadvantages of same-ability grouping and mixed-ability grouping. Talk about wher you would use same-ability groups. When would you use mixed-ability groups?
Same-ability: Advantages:
&
Same-ability: Disadvantages:

Mixed-ability: Advantages:
\(\mathbb{E}\)
Mixed-ability: Disadvantages:
£
When would I use same-ability grouping?
\(\mathbb{E}\)
When would I use mixed-ability grouping?

Activity 6: Optional Enrichment Activity – Requesting support from community members with literacy activities



1 hour

Purpose

- To invite community members who are good story-tellers to tell a story to your class.
- To use the stories from your community as resources in your literacy lessons.
- To invite community members who can read and have extra time and willingness to help individual learners with reading.

What you will need

- One or more community members willing to give their time to tell stories in your classes.
- Tablet, to video story-telling.
- One or more community members willing to support extra reading in your class.

What you will do:

- Ask learners who has a family member who tells good stories.
- Invite this person (persons) to come to school.
- Video the telling of the story.
- Transcribe (write down) the story and maybe translate the story into English (for higher classes).
- Ask learners who has a family member who can read and has time to support individual readers in the class.
- Invite this person (persons) to assist with extra reading in your class.

Each teacher

- 1. Talk to your classes about stories which are told in their homes. Find out who tells the stories, and ask whether any of these people might be willing to come to the school to tell stories in class.
- 2. Also find out whether any learners have family members who could support learners with their reading.
- 3. It may be necessary to indicate that these activities would be voluntary.

Study group

4. Approach the principal of the school with your ideas, and ensure that he or she supports the idea of inviting voluntary story-tellers, as well as voluntary community reading assistants into the classrooms.

Story-telling

- 5. Pay a visit to one or more of these community members. Emphasise how much you value the tradition of story-telling in the community and invite story-tellers to come and share their stories with children in the classroom.
- 6. Depending on how many story-tellers respond positively, you might decide to make this a school story day, rather than simply having one story-teller visiting one classroom.
- 7. Make sure that you have the tablet ready to record the story-telling.

transcrib	е
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Word Power Transcribe: v. to record, copy or write down.

- 8. Once the story-telling is over, individual teachers can take responsibility for writing the stories down (transcribing them), and maybe translating them into English.
- 9. These stories can then be used as a basis for activities such as you have seen in Charity's class.
- 10. Voluntary reading assistants could also support groups or individuals in the class with their reading, perhaps on a regular basis. This would help free up the teacher to attend to other sections of the class.

Test yourself

•	choice You o Once A cod This i	e moving onto Week 2 each teacher needs to complete this multiple e assessment individually. It can do the test as many times as you like. It you are satisfied with your result, tap save. It le number will pop up, sms the code to the course administrator is how your progress through the course will be tracked. Our own record, note the code you sent:	_
Se	elect the	e correct answer	
1.		he following list of activities. Which describes an activity which should with the whole class together?	d be
	a.	Different activities for learners with different abilities.	
	b.	Reading and discussing a story.	
	C.	Activities which learners do mostly on their own, freeing the teacher to attend to other learners and groups.	
	d.	Activities designed to let learners learn independently, through interaction with other learners.	
2.		of these sentences tell why Charity developed group tasks which lead on without much supervision. Select the sentence which is NOT one 1s?	
	a.	Giving groups of learners a chance to work at their own level	
	b.	Giving learners a chance to work productively and interactively in groups	
	C.	Letting individual children develop their skills	
	d.	Freeing her to attend to other groups.	
3.	Which	sentence describes an advantage of same-ability grouping?	
	a.	Slower learners can work at their own level and pace without feeling inadequate.	
	b.	Learners with different strengths can learn from one another.	
	C.	Faster learners can feel superior to those who don't understand so quickly.	
	d.	Learners are not 'labelled' by being placed in separate groups	

4.	Whic	h sentence describes an advantage of mixed-ability grouping ?	
	a.	Slower learners can work at their own level and pace without feeling inadequate.	
	b.	Learners with different strengths can learn from one another.	
	C.	Faster learners can feel superior to those who don't understand so quickly.	
	d.	Slower learners become 'labelled' because they are separated and given easier work.	
5.	scho	e of the following sentences describe advantages of bringing parents in oll to share their knowledge and skills. Select the sentence which does an advantage.	
	a.	Parents become more involved in what their children are learning.	
	b.	Traditional stories and traditional knowledge are valued.	
	C.	The teacher has more time to help specific learners because parents are assisting others.	
	_1	Devente are illiterate as have nothing to offer	
	a.	Parents are illiterate so have nothing to offer.	ш

Week 2: Plan, prepare and implement literacy activities in a multi-grade/multi-level/large class

Activity 1: Plan reading and writing activities to implement in a multigrade/multilevel classroom



45 mins

Purpose

 To plan and adapt literacy and language activities to suit the level and needs of the class or classes that you teach.

A multi-grade class.

OR

Any class with learners that have different reading and writing abilities in the Local Language or in English.

What you will need

- To refer to the filled in Activity Plan for the Grade 1, 2 and 3 Language and Literacy lesson used in Week 1, page 87 above.
- The blank Activity Plan template to fill in on page 110 below.
- Pencil or pen to fill in your plan

What you will do

- Fill in the Activity Plan.
- If you teach Grade1, 2 and 3 in a multi-grade classroom, you will plan and prepare to teach a literacy lesson that is similar to the one taught by Charity in video clips 14 -18 seen in Week 1.

OR

 If you do not teach multi-grade, plan group activities that are suitable for the different reading abilities of the learners in your class

OR

- If you teach the higher grades, you can still plan activities and grouping strategies similar to those you watched in videos 14-18 (Week 1) but adapt the planned activities that are at the appropriate level for the grade/s that you teach.
- In the lesson you plan:
 - Whole class teaching and group work will be mixed and balanced.
 - Part of your class will be divided into same-ability groups to support learning.
 - Groups will use resources you have designed so that they can work interactively and productively with little supervision from you.

On your own

- 1. Before you start filling in the Activity Plan, think carefully about what you plan to do with your class.
 - What story/stories will you use? Teachers of Grade 1 and 2 multi-grade can use the same story as Charity did. OR
 - If you carried out the community story-telling optional activity from Week1, you
 could use one of the stories told on that occasion. OR you could choose
 another story from the African Story Book series that are stored on your
 tablet.
 - What reading and writing skills and activities will you focus on? Teachers of Grade 1 and 2 multi-grade can use the same activities as the teacher in the video
 - How will you group the learners in your class?
 - If you have a multi-grade group, decide which grade you will give the most attention to, and which grade will work more independently in groups.
 - If your class is not a multi-grade class, check your class list and choose a group of learners to whom you would like to give personal and close attention. You will teach these as a 'whole class' while the others work more independently in groups.
 - Study your class list to place learners into groups for independent interactive tasks, according to the reading and writing levels they have reached so far.
 - How will you support the learners in their groups? Can you use any of the learners to give peer support? Could a community member give support to a group, or groups?
- Use the template in provided on page 110 below and fill in the first sections of the Activity Plan: School name; Date and Time; Grade(s); Time allocation, Subject focus. Create your lesson plan in the accepted format.
- 3. Fill in the section on purpose.
- 4. Fill in the skills, knowledge, and values section.
 - If you have a syllabus or National Literacy Framework, try to fill in some relevant sections which match your plan.
- 5. Think about and write down the resources you will need for your lesson.
 - How will you give the learners access to a written version of the story?
 - Will you use the copy of the story: "I Enjoy" which is at the end of your Study Guide? OR
 - Will you need to write it out on the board or chart paper? You can copy it from the tablet.
 - Do you have any reading books which learners, or groups of learners can share?
 - Will you use letters to build words? How will you make them? OR Where will you get them from?
 - Do you need pictures so that learners can match pictures and words / sentences?

- Do you need to write out the sentences on separate pieces of paper?
- Will you use pictures for learners to write sentences about? Where will you get them from?
- Can you copy and cut up the story, or write out the sentences, so that groups can put the sentences in the order of the story?
- How can you make the resources last longer so that you can use them again?
 Can you get your learners to help you?
- 6. Fill in the 'Introduction' section of the plan.
 - Use the filled in Activity Plan for the Grade 1, 2 and 3 Language and Literacy lesson (Week1) to guide you.
 - In this section you will work with the whole class: all grades and groups.
 - You will introduce the work which is to be done.

Comment

You have seen in the video that it is not a problem if the Grade 1's learn a little of the Grade 2 and 3 work, or if the Grade 2's and 3's do some work together with the Grade 1's at the beginning of the lesson. It is one of the advantages of multi-grade learning that learners at different stages can learn from one another and consolidate work which they did earlier.

- 7. Fill in the 'Do the Activity' section.
 - Describe the 'whole class' activities that you will do.
 - Then describe the different activities and tasks that you will do with the small groups.
 - You don't have to have a different task for <u>every</u> group. Two or three groups could be given similar resources and do similar tasks – depending on their ability.
- 8. Fill in the 'Ending the Activity' section.
 - At the end of the lesson you bring the groups together again.
 - This is an opportunity to consolidate learning.
 - Learners should get a chance to show or tell what they have done or learned.

In your study group

- 9. Share with another member of your group the activity plan you have written, and adjust it if necessary, as a result of your discussion.
- 10. Share briefly with the whole group how you have planned your activities.
- 11. Decide which teacher's lesson will be videoed and who will take the video.
 - Note that this person should also video the process of making resources.

Activity Plan

NAME OF SCHOOL:		DATE AND/OR TIME:
GRADE/S:		
SUBJECT FOCUS:		
PURPOSE OF ACTIVITY:	Skills /	knowledge / attitudes learners should develop:
RESOURCES AND PREPARATION NEEDED:		

INTRODUCTION	
How you introduce the activity, (get the learners' attention)	
DO THE ACTIVITY	
Teacher Tasks	Learners Tasks
(What will you do to support the activity?)	(What will the learners do in the activity?)

ENDING THE ACTIVITY Teacher Activities (What does the teacher do to end the activity?)	Learner Activities (What do the learners do to show that they have done the activity with understanding?)
REFLECTION (Complete this after you have done the activ	ity. Use the following questions as a guide.)
	you know?
What parts of the activity went well?	

•	What do you think they learned?
•	What did you learn?

Activity 2: Collect and make the resources to use in your planned language and literacy lesson



1 hour

Purpose

• Each teacher to make resources for the lesson that they have planned.

What you need

- The filled in Activity Plan for the Grade 1, 2 and 3 Language and Literacy lesson used in Week 1.
- Your own filled in Activity Plan for the lesson that you will teach.
- Items from the BRING box (from Module 1) or from your home or environment which you can use to make the resources for the learning tasks. (Magazines, newspapers, cardboard boxes, envelopes)
- Scissors, glue (can be made from flour and water)
- Marker pens or crayons, pens and paper
- African Story Books stories [There is one at the end of you Study Guide.
 The rest are on the Tablet]. OR use the transcribed stories told by
 community members (Week 1: Activity 6], OR other reading materials. All
 the activities will be based on stories or readings you have selected.

What you will do

- Plan and prepare the learning resources for the group tasks in your Activity
 Plan, and also for the 'whole class' part of the lesson to help you with this task).
- Refer to the Activity Plan for the Grade 1, 2 and 3 Language and Literacy lesson used in Week 1, it will help to remind you of all the materials that you will need to prepare.
- If you need to, you can also watch videos 14 -17 again to see what Charity did
 in her lesson.
- Reflect on the process with the rest of your study group.
- 1. Each teacher to make a list of the resources that they need to make.
 - Refer to the Activity Plan for the Grade 1, 2 and 3 Language and Literacy lesson used in Week 1 on page 87 which Charity used to plan and implement her lesson it will help you with your planning.
 - Here is an example of the beginning of the type of list that you should make:

Resources to be made

Things I need to make them

		1 110115 3 1 1 1 2 3 3 1 1 1 2 3 3 1 1 1 2 1 1 1 2 1 1 1 2 1 1 1 2 1 1 1 1 2 1
1.	Big letters for learners to make words.	newspaper headlines, cardboard, pen, scissors, glue
2.	Words	newspapers, or pen to print on cardboard, scissors, glue
3.	Pictures of children or adults doing different things (action pictures)	newspapers and magazines, etc., scissors, glue, cardboard to paste pictures onto.

Make sure you have all the materials you need (i.e. the things in column 2). Your helpers may be able to assist you with finding them.

- 2. Preparing the learning resources: Think about asking your learners or even their parents to help you prepare the resources.
 - Divide the work to be done between your different helpers. Make sure they understand what they need to do.
 - Make sure that the resources needed for each task are stored together in a box, bottle, or envelope, or tied together with an elastic band, string, paper clip or a strip of cloth.

How to make the resources

Learner's Task 1: Red Group

Each leaner in their group chooses an action word from the African Story book story "I enjoy" written on a card.

Finds letters to make this word.

Writes the word on your piece of paper.

Draws a picture of it.

Learners will build words from the letters that have been cut out of old newspapers and magazines. This picture illustrate how to make the resources for the task.



Learner's Task 2: Blue Group

Each learner in their group, finds the pictures and sentences that go together from the African Story book story "*I enjoy*".

Chooses one sentence and picture.

Writes out the sentence.

Draws own picture to illustrate the action in the sentence.

Learners match the sentences to the pictures. This picture illustrate how to make the resources for the task.



Learner's Task 3: Green Group

Each learner in their group chooses one of the action pictures cut from the newspapers or magazines and writes a sentence about it.

Learners write a sentence describing the action in the picture that they have chosen and then draw their own picture to illustrate the action or activity.

Learners write a sentence that describes the action in the picture that they have chosen. This picture illustrate how to make the resources for the task.



- Once you have made the resources, come back together in your study group and share what you have done. Share what was good and what was difficult about the process.
- Talk about ways in which you can make preparing resources easier and more fun for yourselves, and more educational for your learners.
- Talk about how you will store the materials so that you can use them again and again.

•	Write down	n ideas that yo	ou wish to rem	ember:	
Æ	\$				
•					

Activity 3: All teachers implement the literacy and language activities with their own classes



45 minutes

Purpose

 To implement an activity—based lesson in which the teacher works with one grade or section of the class while others work in groups on different activities.

What you will need

- Your filled in activity plan with the planned activities for each group or section of your class.
- Copies of the African Story Book Story entitled: I Enjoy in Cinyanja, Citonga and English.
- All the resources that you have made for implementing the planned activities.
- The selected teacher to have the tablet for taking the video of their lesson (plus friend or colleague to take video).

What you will do

- All the teachers in your study group will implement this activity according to the plan with their own class.
- One teacher in the group to have their lesson videoed. A colleague or friend will use the tablet to take the video.
- 1. All the teachers to implement the planned reading and writing activities in their language and literacy lesson according to the plan that they prepared for their own class.
- 2. One teacher in the group will have their lesson videoed. A colleague or friend will use the tablet to take the video.

Activity 4: Reflect on the video of the teacher that implemented the multi-grade/multilevel language lesson



45 mins

Purpose

- To reflect on what worked well in the activities.
- To consolidate what you learnt from watching another teacher implementing the learning activities.
- To identify what could be done differently the next time you implement these types of activities.

What you need

- The teacher's lesson video on the tablet.
- The teacher's lesson Activity Plan.
- A pen or pencil to make notes.

What you will do

- Watch the video that was taken.
- Reflect on how the reading and writing activities were implemented in the videoed language and literacy lesson
- · Reflect on your own implementation of the learning activities.
- **4.** Before you watch the video, read the questions in section 3 below.
- **5.** In your study group, watch the study group teacher's video on the tablet. You can watch it more than once if you need to.

•	
	•
•	•

Study group teacher's video

- **6.** Now discuss the above questions in your group. Write some notes about what you learned during the discussion:
 - **a.** What was the purpose(s) of the activities? (See Activity Plan)
 - o Were the purposes achieved? Yes/ No?
 - Explain

Æ	

b.	Which activities were particularly successful? Explain what was successful about them?
Æ	
с.	Which aspects of the lesson surprised you? Explain.
Æ .	
d.	Did the teacher experience difficulties with managing:
~-1	Do you think the lesson was too ambitious (tried to do too much)? Give details about all of these.
Æ	

e.	Can you think of ways you/the teacher in the video could improve her plan, or manage a similar lesson better in future? • Possible changes and improvements?
Æ	
	Other lessons learned?
Ø	

Activity 5: Optional Enrichment Activity – Additional reading and writing activities

Two additional tasks are described here for you to prepare and implement with your learners as an extension to the language and literacy lesson that you have implemented this week.

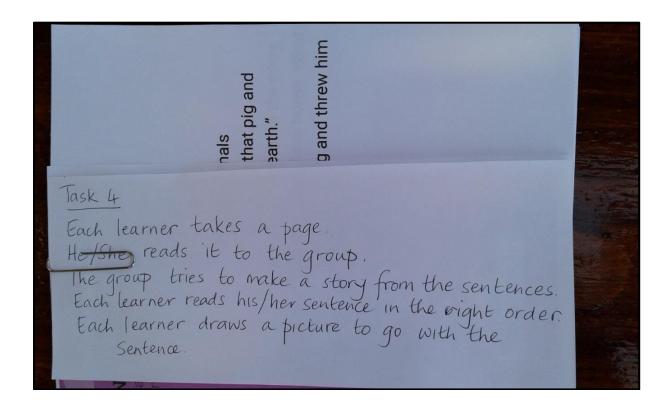
Additional Task 1

Each learner in their group takes a page.

Each learner then reads the page to the group.

The group tries to work out the right order for the pages so that they make a story.

Each learner draws a picture to go with their page.



Additional Task 2

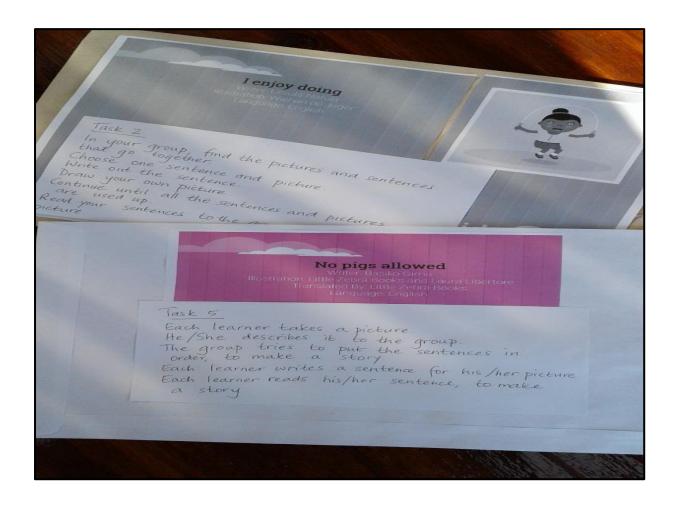
Each learner in their group takes a picture.

They describe it to the group members.

The group tries to put the pictures in order, to make a story.

Each learner writes a sentence for their picture.

Each learner reads their sentence in order, to make a story.



Test yourself

•	cho You Ond A co This	ore moving onto Week 3 each teacher needs to complete this multiple ice assessment individually. I can do the test as many times as you like. I can are satisfied with your result, tap save. I code number will pop up, sms the code to the course administrator is so how your progress through the course will be tracked. I your own record, note the code you sent:	_
Se	lect t	he correct answer	
1.	•	would a multi-grade teacher want to mix group work and whole class ning? Choose the BEST answer.	
	a.	Group work is a modern teaching method.	
	b.	Whole-class teaching and group work both promote learning.	
	C.	It allows some groups to work fairly independently while she focuses on another grade or group.	
	d.	Activities can be designed to let learners learn through interaction with other learners.	
2.		ch sentence BEST summarises the difference between same-ability groum mixed-ability grouping?	ıping
	a.	Learners in same-ability groups are all the same, while those in mixed-ability groups are different.	
	b.	In same-ability groups, learners are at a similar level of development, while in mixed ability groups, learners with different strengths and weaknesses are mixed.	
	C.	Same-ability grouping frees a teacher to work with other groups, but mixed-ability grouping does not.	
	d.	In mixed-ability groups, learners are at a similar level of development, while in same-ability groups, learners with different strengths and weaknesses are mixed.	
3.	Whic	ch sentence describes a disadvantage of same-ability grouping?	
	a.	Slower learners can work at their own level and pace without feeling inadequate.	
	b.	Slower learners can learn from faster learners.	
	c.	Faster learners are stretched by working on challenging tasks.	
	d.	Learners may find themselves 'labelled' as 'stupid' or 'clever' by being placed in groups according to ability.	

4.	Whic	ch sentence describes a disadvantage of mixed-ability grouping?	
	a.	Faster learners can dominate a group, not giving other learners a chance to participate.	
	b.	Slower learners can learn by interacting with faster learners.	
	C.	Faster groups can feel superior because they have been given more challenging tasks.	
	d.	Learners in slower groups become 'labelled' because they are separated and given easier work.	
5.	Wha ansv	t has to be done before you do an activity with your class? Choose the E ver.	BEST
5.	ansv		BEST
5.	ansv	ver.	BEST
5.	ansv a.	ver. I have to prepare the resources which will be needed. I have to think about my purpose and how I will divide my class into	BEST

Week 3: Using games and number patterns in a multigrade/multi-level Mathematics class

Activity 1: Mathematics games and number patterns in a multigrade/multi-level class



45 mins

Purpose

To read the story of how Mrs Chiwela promoted interactive learning in her large multi- grade maths class by preparing resources and games that for use in whole class teaching or group work.

What you will need

- The story of Mrs Chiwela and the maths resources and games that she made (below).
- A pen or pencil to make notes.

What you will do

- In your study group, read and discuss the Story of Mrs Chiwela and the fun maths resources she made and used with her learners.
- Discuss the questions at the end of this activity and write down key points.
- 1. Before you read about Mrs Chiwela's lesson, discuss the following:
 - a. Do you know any games which involve numbers, adding, subtracting, multiplying or dividing?
 - b. Have you ever worked with a Number Charts like the one on page 131 below?
- Read about Mrs Chiwela's fun maths activities carefully in your Study Group and carefully study the different maths activities and games which are described. Think about what it is that the learners are learning by participating in these activities and games.

Mrs Chiwela's maths class

Mrs Chiwela had a multi-grade class consisting of Grade 1, 2 and 3. There were roughly 20 learners in each grade. She often let them work in random, mixed-ability groups of 4 or 5 learners, and unless she had a special reason for changing them, the groups kept the same members, leaders (chairpersons), and reporters.

As a strategy for working with this large, multi-grade class, Mrs Chiwela designed a number of different maths activities so that the different classes or groups of learners could be busy doing different activities.

These activities could also be rotated. So for example, if the grade 3s were revising their multiplication tables and the grade 2s were playing MATCH, an addition and subtraction game, in the following lesson the activities could be swopped around and the grad 3s could play MATCH and the grade 2s could practice their multiplication tables.

To help her manage the groups, Mrs Chiwela gave the group leaders the responsibility of explaining the activities to their own groups. For example, the Match game and the Bingo game while she spent time with the group that was using the number charts. Then, once all the groups were busy, Mrs Chiwela could move from group to provide support to the learners that needed it.

To implement this kind of group work, Mrs Chiwela needed to plan and prepare all the resources that she would need for the various activities ahead of time. The good thing was that making these resources was a positive investment of time as the resources could be used over and over again!

The resources were also easy to make so Mrs Chiwela got a group of her older learners from grades 5, 6 and 7 to help her prepare some of them, so it did not take too long to get everything ready.

To start with, Mrs Chiwela wanted to make number charts to use with the Grade 3s to help them practice their multiplication tables. She also made a chart for an activity on sequencing.

To give her grade 2s an opportunity to practice addition and subtraction, Mrs Chiwela designed a maths card game called MATCH. She made a whole lot of cards, some with addition and subtraction problems written on them and some with the answers. The learners had to find the cards that correctly matched each other.

Finally, for the grade 1s, Mrs Chiwela had a really fun game to help her learners identify numbers - called BINGO!

Mrs Chiwela made big number charts like these to use with her classes. Apart from practicing their multiplication tables, Mrs Chiwela also got the learners to look at the different patterns that were formed by the numbers. She asked her learners to compare and describe the patterns in each of the different multiplication tables.

Number chart with 3 x table.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	57	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Number chart with 4 x table

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	57	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

For the addition and subtraction game MATCH which Mrs Chiwela wanted the Grade 2's to play, she and her helpers made the 2 sets of cards needed to play this game. One set with sums and the other set with answers.

2

How to play MATCH

Each group has a set of 20 cards with sums on them, and a set of 20 cards with answers on them.

The group decides who goes first. Each player takes it in turn to turn over two cards – one from the sums first and then one from the answers. If the answer is right for the sum the player calls out Match! If the learner is correct, they can have another turn. If not, the next player has their turn and does the same. Carry on in this way until all the sums are answered. The winner is the one who has most 'matches'.

Mrs Chiwela planned to play BINGO with the Grade 1's, and collected and made the resources for that herself, at home. This consisted of 5 bottle-tops per learner, a bag or box containing a set of cards numbered 1 - 50, and a set of cards (enough for each learner) with 8 blocks, with some random numbers between 1- 50 written on each of the cards like in this example.

2		23	30
	12		9

	5	21	
12		11	40

See instruction for playing Bingo! On the next page.

How to play BINGO!

Mrs Chiwela asked Grade 1 group leaders to give each Grade 1 learner a Bingo card and 5 bottle-tops. She asked one of the learners (Susan) to help her 'call' the numbers. She explained:

Susan is going to put her hand in the bag (without looking) and pull out a number. She will read the number and put it down on the desk. If you have that number on your card, put a bottle-top on it. When all your numbers are covered with bottle-tops, you must shout 'BINGO!' Susan will check your numbers. When 5 people have shouted 'BINGO!' we will stop playing, and mix up the cards and start again.'

While Susan did the calling, Mrs Chiwela walked around helping learners who had not quite understood. When 5 people had shouted BINGO, she stopped the game and let someone else call.

- 3. Discuss all the questions and write down at least 3 important points which came out of your discussion:
 - a. How did Mrs Chiwela make sure that that all the classes were busy learning?
 - b. How did she use groups?
 - c. What kind of groups did she use and why?
 - d. How did she prepare for the maths activities that she wanted her learners to do in class?
 - e. How did she involve the other learners in the preparation?
 - f. How were learners involved in leading and supporting the games?
 - g. What was the purpose of these games and activities?
 - h. What do you think the learners learned through doing them?
 - i. Would you like to use such activities?
 - j. What can you learn from Mrs Chiwela and her way of teaching?

Ø	•	 	 	 	 	 	
		 	 	 	 	 	• •

Activity 2: Planning to use maths activities and games in a multigrade or large class



1 hour

Purpose

To plan a Mathematics lesson involving games and number-chart activities for:

- A multi-grade class.
 OR
- A large class of learners, some of whom may cope better with numbers than others.

What you will need

- Videos 19, 20, 21 and 22
- The extract of the Grade 1-4 Maths Curriculum on page 137, below
- The blank Activity Plan template, use the one on page 141.
- A pencil or pen to write your plan.

What you will do

- Refer to the activity and game instruction in Activity 1 and discuss how the number chart and the games work.
- Watch Videos 19, 20, 21 and 22 which show Chintu using some of the games and resources with small groups of learners.
- If you teach Grade1, 2 or 3 in a multi-grade classroom, you will plan and prepare to teach a number lesson that is similar to Mrs Chiwela's.

 $\bigcirc R$

If you are a teacher of the higher grades, you will plan and prepare a lesson using games, activities and grouping strategies similar to those used by Mrs Chiwela, but which have been adapted to the level of the grade that you teach. You will apply these to a lesson on number, adding, subtracting, multiplying or dividing.

In your Study Group:

- 1. Refer to the activity and game instruction in Activity 1 (above) and discuss how the number charts and the games work.
- 2. Watch all four videos 19, 20, 21 and 22 to see how Chintu used:



- Number charts to practice multiplication tables and sequencing;
- Word problems;
- Introduced the MATCH addition and subtraction game; and
- Played BINGO to help young learners to read and identify numbers correctly.

With a partner in your Study Group:

3. Think carefully about the games and activities and whether you need to adapt them?

 If you are a Grade 1, 2 and/or 3 multi-grade teacher, we suggest that you use the activities and games that Mrs Chiwela used in the story and Chintu used in the video.

OR

- If you teach a higher class, you will need to adapt the games to your learner's level. The MATCH game and the BINGO games can be made more difficult.
 - For MATCH, you can create more difficult addition and subtraction sums.
 You can include multiplication and division sums as well.
 - For BINGO, you can use numbers from 1-100, or even 1-200, or more.
 You can encourage the 'caller' to read the numbers faster. You can have cards with more numbers and more spaces on them, e.g.

5				49		63	75	80
		28	34		52	66	77	
6	11				59	69		82

- You can use the resources in the ways that Chintu used them.
- o Or you can use a different number game that you know of.

4. Decide how you will divide your class

- Do you already have fixed groups, like Mrs Chiwela has? Or do you need to divide the learners into groups?
- If you have a multi-grade class with 3 grades, you can follow Mrs Chiwela's plan. If you have only one grade, you need to decide who will play the different games and do the different activities
- You will also need to decide whether you will use same-ability or mixed-ability groups, and why.
- If your groups already have leaders (or chairpersons), these leaders can help you. But if the groups choose a new leader every time they work together, you may need to find some learners to assist you and to show the others how to play the games.

Each teacher:

5. Fill in the Activity Plan template on page 141 below.

- School name; Date and Time; Grade(s); Time allocation, Subject focus.
- Think carefully about the purpose of the lesson. Fill in the section on
- Use this curriculum extract to fill in the specific outcomes that are relevant to your grades and the activities that you have planned (skills and knowledge section).

Extract: Zambian Mathematics Curriculum Grades 1 - 4

Number, addition, subtraction, multiplication, division, number patterns, fractions.

GRADE	TOPIC	SPECIFIC OUTCOMES
1	1.1 NUMBERS AND NOTATION	1.1.1 Recognise, count, read and write numbers from 1 to 100
1	1.3 ADDITION	1.3.1 Add whole numbers with sums up to 100.
		1.3.2 Complete addition of number sentences.
		1.3.3 Apply addition to real life up to 100
1	1.4 SUBTRACTION	1.4.1 Subtract whole numbers up to 100.
		1.4.2 Complete subtraction of number sentences.
		1.4.3 Apply subtraction to real life up to 100
		1.4.5 Carry out shopping activities involving money
1	1.5 NUMBER PATTERNS	1.5.1 Identify number patterns involving addition and subtraction up to 100
2	2.2 NUMBERS	2.2.1 Count, read and write numbers up to 1000
	AND NOTATION	2.2.2 Count in tens and hundreds up to 1000
		2.2.3 Identify place values of digits in given numbers
		2.2.4 Write numbers in expanded notation
2	2.3 ADDITION	2.3.1 Add whole numbers vertically with sums up to 100 (including carrying)
		2.3.2 Add whole numbers with sums up to 1000
		2.3.3 Carry out addition of quantities in real life situations (e.g. money, quantities)
2	2.4 SUBTRACTION	2.4.1 Subtract whole numbers vertically up to 100 (including borrowing)
		2.4.2 Subtract whole numbers vertically up to 1000
		2.4.3 Carry out subtraction and addition in real life
		2.4.4 Carry out practical shopping and marketing activities involving money up to K 1000

2	2.5	2.5.1 Express multiplication as repeated addition
	MULTIPLICATION	2.5.2 Multiply single digit numbers
		2.5.3 Memorize the multiplication tables of single digit numbers
		2.5.4 Use multiplication vocabulary
		2.5.5 Apply multiplication in real life situations
2	2.6 DIVISION	2.6.1 Express division as repeated subtraction or sharing
		2.6.2 Use division vocabulary
		2.6.3 Divide numbers whose divisor and quotient is a single digit
		2.6.4 Apply division in real life situations
2	2.7 NUMBER PATTERNS	2.7.1 Recognise and use number patterns involving the four mathematical operations
		2.7.2 Determine the rule in the number pattern
3	3.2 NUMBERS	3.2.1 Count, read and write numbers up to 1000 000
	AND NOTATION	3.2.2 Express a number in expanded notation
3	3.3 ADDITION	3.3.1 Add whole numbers with sums up to 100 000
		3.3.2 Carry out addition of numbers in real life situations
3	3.4 SUBTRACTION	3.4.1 Subtract whole numbers up to 100 000
		3.4.2 Carry out subtraction and addition in real life situations
3	3.5 MULTIPLICATION	3.5.1 Multiply two and three digit numbers by a single digit number vertically
		3.5.2 Apply multiplication in real life situations
3	3.6 DIVISION	3.6.1 Divide two and three digit numbers by a single digit number using Long division (with remainders)
		3.6.2 Demonstrate multiplication and division skills in real life situations
3	3.7 NUMBER PATTERNS	3.7.1 Order numbers using mathematical symbols ">", "<", "=", and "≠"
3	3.8 FRACTIONS	3.8.1 Identify and represent proper fractions as equal parts of a whole
		3.8.2 Draw and shade proper fractions
		3.8.3 Add and subtract proper fractions with common denominator
		3.8.4 Apply proper fractions in real life situations
4	4.2 NUMBERS	4.2.1 Read and write numbers up to 1000 000 000
	AND NOTATION	4.2.2 Express a number in expanded notation
4	4.3 ADDITION	4.3.1 Add whole numbers with sums up to 1000 000
		4.3.2 Apply addition to solve problems in real life

4	4.4 SUBTRACTION	4.4.1 Subtract whole numbers up to 1000 000	
		4.4.2 Apply subtraction and addition to solve problems in real life	
4	4.5 MULTIPLICATION	4.5.1 Multiply numbers by 10, 100 and 1 000 using short multiplication	
		4.5.2 Multiply two and three digit by two digit numbers using vertical multiplication	
		4.5.3 Apply the properties of zero (0) and one (1) in multiplication	
		4.5.4 Apply multiplication to solve problems in real life	
4	4.6 DIVISION	4.6.1 Divide numbers by 10, 100 and 1 000 using short division	
		4.6.2 Divide two and three digit by two digit numbers using long division (with remainders)	
		4.5.4 Apply multiplication to solve problems in real life	
4	4.7 NUMBER PATTERNS	4.7.1 Identify patterns and complete number sequences	
4	4.8 FRACTIONS	4.8.1 Describe equivalent fractions	
		4.8.2 Arrange the common fractions either in ascending or descending order using proportion line	
		4.8.3 Identify and represent improper and mixed fractions	
		4.8.4 Convert mixed fractions to improper fractions and vice versa	
		4.8.5 Add and subtract proper, improper and mixed fractions with common denominators	
		4.8.6 Apply improper fractions to solve problems in real life	

- 6. Think about and write down the **resources** you will need for the activities in your lesson make a list of what you need to collect and prepare.
- 7. Fill in the **Introduction** section of the plan.
 - How will you introduce the lesson to your learners?
 - Will you start off with a whole class activity e.g. practicing various multiplication tables? Or will you immediately divide your learners into groups?
 - How will you divide your classes or groups?
- 8. Fill in the **Do the Activity** section.
 - In this section you will list which activities you will do with which groups.
- 9. Fill in the **Ending the Activity** section. Think about how you will end the lesson.
 - Will you bring the groups together again and consolidate what each group has learnt? Or,

• Will you ask a representative of each group to share what they learnt with the rest of the class/es?

In your study group:

- 10. Briefly share how you have planned your activities with the rest of the group
 - As a result of your discussion, you may even want to adjust your plan a little
- 11. Decide which teacher's lessons will be videoed and who will take the video.

Activity Plan

NAME OF SCHOOL:		DATE AND/OR TIME:	
GRADE/S:			
SUBJECT FOCUS:			
PURPOSE OF ACTIVITY: Skill		Skills / knowledge / values learners should develop:	
RESOURCES AND PREPARATION NEEDED:			

INTRODUCTION					
How you introduce the activity, (get the learners' attention)					
DO THE ACTIVITY	Learners Tasks				
Teacher Tasks					
(What will you do to support the activity?)	(What will the learners do in the activity?)				

ENDING THE ACTIVITY Teacher Activities (What does the teacher do to end the activity?)	Learner Activities (What do the learners do to show that they have done the activity with understanding?)			
REFLECTION (Complete this after you have done the activ	vity. Use the following guestions as a guide.)			
,	Tyre are the remaining quickers are an games,			
What was the purpose of the activity?				
Did you and the learners achieve the purpose? How do	you know?			
What parts of the activity went well?				
What was unexpected?				
N/last difficulties did very barra				
• vvnat difficulties did you nave?				
Did all learners play an active part in the activity?				
Did all learners play art active part in the activity?				

•	What do you think they learned?
•	What did you learn?

Activity 3: Make resources for interactive group work



1 hour and 15 mins

Purpose

- To make resources for the lesson that you have planned.
- To involve learners in this process, if possible.

What you need

- Your filled in Activity Plan for your lesson.
- Small, lightweight cardboard boxes (toothpaste, soap powder, cereal boxes) from the BRING box, or from your home or environment which you can cut up and write on to make cards for the MATCH and BINGO games.
- Scissors
- Marker-pens, crayons or pens
- Old envelopes OR packets/bags for the cards and for the numbers (packed and kept separately)

What you will do

• Prepare materials, with help from learners or others, for the games and activities in your Activity Plan.

On your own

Each teacher needs to have their own resources, but teachers teaching similar lessons may be able to work together in making them.

1. Think about the resources you will need

- Number charts
 - o Which number charts are you going to make?
 - o How many?
 - o How will you make them?
- How many numbers and what size cards will you use to make the BINGO game?
- Which numbers and sums will you use for the MATCH game?
- Have you collected enough cardboard boxes to cut up to make all the cards for both games?
- Do you have a marker pen or a crayon to write with and a pair of scissors?
- How will you involve your group leaders or learners or maybe older learners in helping to make and store the resources?

2. Prepare a list of the resources you need to make

Here is the beginning of a list which you need to complete.

Resources to be made

Things I need to make them

1. Cards for Bingo (15 blocks, 6 numbers on each).	cardboard, pen, ruler
2. Numbers for Bingo (1-100)	cardboard, pen
3.	

3. Make the resources

- Make sure you have all the materials you need
- Divide the work to be done between your different helpers. Make sure they understand what they need to do.
- Make sure that the cards are carefully stored in envelopes or packets (e.g. sums for MATCH in a separate packet from answers for MATCH).

In your study group

4. Once you have made the resources, come back together in your study group and share what you have done and discuss what you have learned from this second materials-making activity.

Next week you will implement these activities with your class.

Test yourself

•	Before moving onto Week 4 each teacher needs to complete this multiple choice assessment individually.
•	You can do the test as many times as you like.
•	Once you are satisfied with your result, tap save.
•	A code number will pop up, sms the code to the course administrator
•	This is how your progress through the course will be tracked.
•	For your own record, note the code you sent:

Select the correct answer.

 These sentences are al which is UNTRUE. 		se sentences are about using games for Maths learning. Select the one h is UNTRUE .	
	a.	Learners begin to associate Maths with enjoyment.	
	b.	Learners are more motivated to do Maths because of competition with others.	
	C.	Learners learn more easily because they are not anxious.	
	d.	Learners don't have to think hard when they play games.	
2.		se sentences describe <u>skills</u> and <u>attitudes</u> needed in Maths. Which one NOT be developed through working with the number chart?	
	a.	Familiarity with the multiples of different numbers.	
	b.	Fascination with number patterns.	
	c.	Adding and subtracting proper fractions.	
	d.	Exploratory thinking.	
3.	Whic	ch sentence describes a Maths skill developed through playing BINGO?	
	a.	Add whole numbers with sums up to 100.	
	b.	Complete addition of number sentences.	
	c.	Apply addition to real life up to 100	
	d.	Recognise and read numbers from 1 to 100.	
4. Which of the following sentences describes an <u>advantage</u> of using learn help their peers?		ch of the following sentences describes an <u>advantage</u> of using learners to their peers?)
	a.	Group or peer leaders can record scores or names of winners for games.	
	b.	Other learners resent being instructed by their peers.	
	c.	Some learners find it easier to learn from peers than from an adult.	
	d.	Group or peer leaders become arrogant and proud of themselves if given too much power.	

. Select the sentence which gives a <u>disadvantage</u> of appointing group leaders		
a. Group or peer leaders can help with finding or preparing resource		
b.	Group leaders can lead their groups while the teacher deals with other learners.	
C.	Learners develop and become mature through being given responsibility.	
d.	Group or peer leaders become arrogant and proud of themselves if given too much power.	
	a. b. c.	 a. Group or peer leaders can help with finding or preparing resources. b. Group leaders can lead their groups while the teacher deals with other learners. c. Learners develop and become mature through being given responsibility. d. Group or peer leaders become arrogant and proud of themselves if

Week 4: Implementing and reflecting on a multi-grade/ multi-level interactive Maths lesson

Activity 1: Implement multi-grade/multilevel activity plan for Maths games and patterns



40 minutes

Purpose

- To implement an activity-based Maths lesson in which the teacher and learner group leaders work with one grade or section of the class while others work in groups on different activities.
- To video the lesson for later reflection.

What you will need

- Your prepared activity plan with the planned activities for each group or section of your class.
- All the resources that you need for implementing the planned activities (made Week 3).
- The tablet for taking video (plus friend or colleague to take video).

What you will do

- All the teachers in your study group will implement this activity according to the plan with their own class.
- One teacher in the group will have their interactive lesson videoed.
- A colleague or friend will use the tablet to take the video.
- 1. All the teachers to implement the activities and games in their Maths lesson according to the plan that they prepared for their own class.
- 2. One teacher in the group will have their lesson videoed. A colleague or friend will use the tablet to take the video.

Activity 2: Reflect on the multi-grade/multilevel Maths lesson using games and patterns



1 hour

Purpose

- To reflect on what worked well in the activities.
- To consolidate what you learnt from watching another teacher's activity.
- To identify what could be done differently the next time you implement this kind of plan.

What you need

- The video of the teacher's interactive lesson on the tablet.
- The Activity Plan for the teacher's lesson.
- A pen or pencil to make notes.

What you will do

- Watch the video that was taken.
- Reflect on the video activities and on your own activities.
- **1.** Before you watch the video, read the following questions in 3 that you have them in your mind.
- 2. In your study group, watch the study group teacher's video on the tablet, thinking about the questions. You can watch it more than once if you need to.

ı	

Study group teacher's video

- **3.** Discuss these questions and write your responses in the space provided.
 - **a.** What was the purpose(s) of the activities? See Activity Plan.
 - o Were the purposes achieved? Yes/ No?
 - Explain

Ø	
b. & .	Which activities were particularly successful? Explain what was successful about them?

c.	Which aspects of the lesson surprised you? Explain.	
Æ		
d. Æ	Did the teacher experience difficulties with managing:	
		Word Power Ambitious: adj. too determined or tried to do too much
e.	Can you think of ways you / she could improve her plan, lesson better in future?	
	What did you learn from watching the video of this pract	
Æ		

Activity 3: Reflect on ways of involving community members in school learning activities



30 mins

Purpose

 To watch a video clip of a Zambian farmer from the local community who came to talk to a Grade 7 class about sustainable farming methods and discuss the strengths and weaknesses of this activity.

What you need

- Video clip 23
- A pen or pencil to make notes.

What you will do

- Watch video Clip 23
- Discuss the involvement of the community member in school activities

1. Discuss these two questions in your Study Group and write your responses in the

	spa	се	provided.
	ć	ā.	What are some of the different contributions that community members can make to support learning in your school?
Æ			
	k <		To which different subjects or learning areas could they contribute?
~			
2.	•		r Study Group, watch Video clip 23 and think about the question below you do so.

- 3. Discuss the questions below and write your responses in the space provided.
 - a. In video clip 23, how does the community member contribute to the Grade 7 learning in Integrated Science?

&			
Ø	b.	What do you think was a strength of the local farmer's presentation to the Grade 7s?	Word Power Passive: adj. Inactive
	С.	What do you think was a weakness of this preser	ntation to the Grade 7s?
Æ			
	d.	The learners in this video are passive. How do you build on this talk, or involve the community members order to involve the learners more and ensure the interaction?	per in another way, in
Æ			

Activity 4: Brainstorm options for community involvement in learning



30 mins

Purpose

• To brainstorm ways in which community members and/or organizations could contribute to learning in your school.

What you need

A pen or pencil to make notes.

What you will do

- In your study group, brainstorm ways in which community members can be involved in your class activities.
- Approach some individuals and organisations and ask them whether they
 would be willing to volunteer some time to contribute to learning at the
 school.
- 1. In your study group, talk about individuals and organizations in your community who you could invite to contribute to leaning and teaching in your school.
 - a. What could they do to contribute to learning in your school? Think about community members who have special skills and knowledge in:
 - Agriculture
 - Story telling
 - Music
 - Dancing
 - Working with clay
 - Knowledge of the history of the region or community
 - Local law and traditions
 - Health matters: someone who works at a clinic or someone who knows about healing using herbs
 - or any other field of knowledge...
 - b. To which learning areas could they contribute?
 - Think about: Language, Mathematics, Integrated Science, Social Studies, Expressive Arts, Creative and Technology Studies, Home Economics.

2. Write down your ideas in this table:

Community member / organization	Subject / Learning Area

- 3. Discuss who in the study group could contact some of the individuals and organizations that you have identified in your community and find out whether they would be willing to volunteer time to assist with learning at the school by talking to the learners about their special topic or area of knowledge or by involving the learners in a an activity like working with clay or discussing the history of the region.
- 4. Once your study group member/s have met with the people in the community who may be willing to come to the school and to contribute to learning and teaching, agree on a date and time and organise the visit as soon as possible!

Test yourself

•	Before moving onto Week 5 each teacher needs to complete this multiple choice assessment individually.
•	You can do the test as many times as you like.
•	Once you are satisfied with your result, tap save.
•	A code number will pop up, sms the code to the course administrator
•	This is how your progress through the course will be tracked.
•	For your own record, note the code you sent:

Select the correct answer

1.	Sele	ct the statement which you believe to be most accurate	
	a.	Effective Maths resources can only be made by maths experts	
	b.	Effective Maths resources can only be made out of specialised materials	
	C.	Effective Maths resources can be made from locally found commercial waste materials	
	d.	Effective Maths resources must to be purchased from an educational supplier	
2.	Sele	ct the statement which you believe to be most accurate	
	a.	The Match and Bingo games are suitable for the lower primary grades	
	b.	The Match and Bingo games are suitable for the higher primary grades	
	C.	The Match and Bingo games cannot be adapted for various grades	
	d.	The Match and Bingo games can be adapted for various grades	
3.	Sele	ct the statement which you believe to be most accurate	
	a.	Number charts should be used to practice the 2 and 3 times multiplication tables	
	b.	Number charts should be used to practice the 11 and 12 times multiplication tables	
	C.	Number charts can be used to practice all multiplication tables	
	d.	Number charts can only be used for identifying number patterns	

4.	Sele scho	ct the sentence which is NOT TRUE about community involvement in ols.	
	a.	A person with knowledge of local herbs can contribute to Integrated Science learning.	
	b.	A person who has stories about what happened in the district in the past can contribute to Social Studies learning.	
	C.	An expert in traditional weaving and fabric designs can contribute to Expressive Arts learning.	
	d.	An oral story-teller cannot contribute to literacy learning.	
5.		se four sentences speak of community involvement in the school. Select ence which is NOT in favour of it.	the
	a.	Even community members who have not been to school have a lot of knowledge to share.	
	b	Teachers should not be undermined by other members of the community coming to the school to teach.	
	С	If parents come to school to share their knowledge, they will take more interest in their children's education.	
	d	If the school values traditional knowledge and skills, the community and the learners gain in self-confidence.	

Week 5: Consolidating learning to date: Plan, prepare and implement interactive group work lessons for own class context

Activity 1: Plan and prepare an interactive group work lesson to suit own class



1 hour

Purpose

 To plan and make the preparations to implement an activity - based group work lesson to suit your class or classes (large class, multi-grade or multi-level class).

What you will need

- The blank Activity Plan template on page 79, below.
- Pencil or pen to write notes

What you will do

Select one of the following lesson options to plan and implement:

1. An interactive language and literacy group work lesson.

- See activities in Literacy and Language Worksheet to plan your lesson.
- Select different stories from the African Story Book story series. Copies are available on you tablet.
- Use the same lesson process that Charity used in Week 2.
- You can refer to Videos 14-18 to remind yourself of the activities that Charity implemented with her multi grade class.

2. An interactive mathematics group work lesson.

- Plan a maths lesson using the Number Chart and some new games.
- Use the Mathematics Activity Worksheet below to plan your lesson.
- Use the same approach used by Mrs Chiwela and Chintu in Weeks 3 and 4.
- You can refer to Videos 19-22 to remind yourself of the activities that Chintu implemented with her maths groups.

3. An interactive lesson involving input from a local community member

- Plan a lesson involving a community member or group that you have made contact with and that can share specialised skills or knowledge with your learners.
- Plan the lesson with the community member/s so that the lesson includes some learner activities, and is not just a lecture given by a visitor.
- You can refer to Video 23 a local farmer talking about sustainable farming.

If you have selected Option 1: An interactive language and literacy group work lesson:

- **1.** Refer to the Language and Literacy Activity Worksheet on page 83, below.
 - Read all the stories and select which you will use.
 - Think about the suggested group activities
- 2. Use the blank Activity Planning Template on page 161 below to plan the activities and how they will be implemented.
 - Do you teach a large class or a multi-grade class?
 - Think about how you will manage the learning activities in your class, what kind of groups will you arrange?
 - Remember to select activities and adapt them activities so that are suitable to the grade and level of your learners.
 - Make a list of the resources you will need to implement the activities.
 - Make sure you have enough copies of the selected stories, if necessary, you will need to write them out by hand on a piece of chart paper.
- 3. Collect the materials you need and make the learning resources.
- **4.** Prepare the learning resources
- **5.** If you have not had the opportunity of having one of your lesson videoed, try and arrange with a colleague to video your lesson when you implement it.

Activity Plan

NAME OF SCHOOL:		DATE AND/OR TIME:	
GRADE/S:			
SUBJECT FOCUS:			
PURPOSE OF ACTIVITY:	Skills / knowledge / attitudes learners should develop:		
RESOURCES AND PREPARATION NEEDED:			

INTRODUCTION How you introduce the activity, (get the learners' attention)						
DO THE ACTIVITY Teacher Tasks (What will you do to support the activity?)	Learners Tasks (What will the learners do in the activity?)					

ENDING THE ACTIVITY Teacher Activities (What does the teacher do to end the activity?)	Learner Activities (What do the learners do to show that they have done the activity with understanding?)
PEELECTION (Complete this often you have done the activ	vity. Use the following questions as a guide.)
REFLECTION (Complete this after you have done the activ	ity. Ose the following questions as a guide.)
What was the purpose of the activity?	
Did you and the learners achieve the purpose? How do	you know?
What parts of the activity went well?	
What was unexpected?	
What difficulties did you have?	
Did all learners play an active part in the activity?	

•	What do you think they learned?
•	What did you learn?

Language and Literacy Activity Planning Worksheet

Activities suitable for grade 1

Guidelines

- Follow the same procedure as used in the Week 2 lesson using the local language version of the African Story Book Story called "I Enjoy".
- This time choose one of the four African stories below.
- Copies of these stories are provided at the end of the Module 2 printed Study Guide.
- Read all four stories and choose which one you will use for to plan your lesson.
- 'Friends.' After reading this story together, learners can draw a picture of themselves doing something with a friend. The teacher asks them for a sentence about the picture and writes it. They read and copy the sentence.
- 2. 'Disability is not inability.' After reading this story together, learners can draw a picture of someone they know who has a disability but can do something. The teacher asks them for a sentence about the picture and writes it. They read and copy the sentence.
- 3. 'My teacher.' After reading this story together, learners can draw a picture of their teacher. The teacher asks them for a sentence about the picture and writes it. They read and copy the sentence.
- 4. 'Pendo our cow.' After reading this story together, learners can draw a picture of an animal, plant or person whom they take care of. The teacher asks them for a sentence about the picture and writes it. They read and copy the sentence.
- Once learners know a few of the stories, they can read the books on their own, or in a group.

Activities suitable for grades 2 and 3

Guidelines

- Similar activities to those used in the Week 2 lesson "I Enjoy" story can be developed based on other stories in English (or the local language) from the African Story Book series.
- Copies of these stories are provided at the end of the Module 2 printed Study Guide.
- See list of options below.

Use the following stories to prepare tasks involving matching pictures and sentences.

- Friends
- Disability is not inability
- My teacher
- Pendo our cow

Stories such as the following can be cut into pages. Or you can write out the sentences form the story on individual pieces of paper and set tasks such as to put them into order and read (and write) the resulting story:

- Chicken and millipede
- Maguru gives out legs
- One hot Saturday afternoon

Once learners know a few of the stories, they can read the books on their own, or in a group. Learners can also practice writing out the sentences to make a small reading book of their own.

Individual reading can be done, with each learner reading one of the African Story Books and then passing the book on to another learner.

- Use the copy provided in the printed Study Guide. Or
- You can write out the story on a piece of chart paper for the learners to read.

The activities described above can be done in groups, each group dealing with a different story.

Individual reading practice can be done, with each learner reading one of the books and then passing the book on to another learner.

If you have selected Option 2: An interactive mathematics group work lesson:

- 1. Refer to the Mathematics Activity Worksheet on page 168, below.
 - a. Read through the activities
- 2. Use the blank Activity Planning Template on page 161 above, to plan the activities and how they will be implemented.
 - a. Do you teach a large class or a multi-grade class?
 - b. Think about how you will manage the learning activities in your class, what kind of groups will you arrange?
 - c. Remember to select activities and adapt them activities so that are suitable to the grade and level of your learners.
 - d. Make a list of the resources you will need to implement the activities.
- 3. Collect the materials you need and make the learning resources.
- 4. Prepare the learning resources
- 5. If you have not had the opportunity of having one of your lesson videoed, try and arrange with a colleague to video your lesson when you implement it.

Mathematics Activity Planning Worksheet

Read through these activities and games and decide whether you need to adapt them and how best to implement them with your class or classes.

1. Number chart activity: Number patterns

Prepare a 100-square number chart on your chalk board or hand out copies to groups of four in your class.

Design a set of questions for each group, for example:

- 1. Going across the rows, what can you say about the numbers?
- 2. What is the difference between a number and the one to its right?
- 3. What is the difference between a number and the one below it?
- 4. Can you identify multiples of 2 and multiples of 5 in the chart?
- 5. How many different ways can you move from 23 to 35? What is happening to the tens and units with each move?

Give the questions to the groups to answer.

2. Number chart activity: Four in a row

Prepare a 100-square number chart on your chalk board or hand out copies to groups of four in your class.

- Cover four consecutive numbers in a row, e.g.: 10, 11, 12, 13
- Ask each group to make up sums. The answers should be the four covered numbers e.g.:

```
5 + 5 =
```

13 - 2 =

 $3 \times 4 =$

9 + 4 =

- The first group to finish, asks the class the sums and chose a person to answer. If all the sums provide the right answer, i.e. one of the four covered numbers, the group gets a point.
- The game can be repeated, but each time a different 4 numbers need to be covered.

3. Number chart activity: Moving around the number chart

Make lots of copies of a 100-square number chart, enough for your learner to be able to share one between two. Give a chart to each pair.

Ask the following questions for the pairs to solve using their charts:

- How can you move from 10 to 15? E.g. move right 5 squares.
- How can you move from 10 to 35? E.g. move right 5 squares and down 2 squares; or down 2 squares and right 5 squares.
- Add some more of your own examples here....
-

Start by discussing with the class the possible ways of moving from 10 to 35 on the chart to help your learners understand that there are sometimes many ways to answer a question in mathematics.

Now ask your learners to make up ten similar questions each and take turns with their partner to answer them with the help of the number square.

4. Number chart activity: Sequencing

Once you have introduced learners to the Number Chart, you could give them cards with parts of the chart on them, and ask them to fill in the missing numbers, e.g.

	14	15	?	35	?	?	?
					46		?

5. Magic Squares: Recreational maths activity

Make cards with these magic squares drawn onto them.

Whichever way you add the numbers in this square (across, down or diagonally) you will always get the answer 9.

3	1	2	4
1		5	3
5		2	2

As the learners what answer do you get when you add up the numbers in this square?

2	7	6
9	5	1
4	3	8

Ask the learners what answer do you get when you add up the numbers in this square?

2	4	6	8
6	8	2	4
8	6	4	2
4	2	8	6

Now ask your learners to work in groups of four and to try and see if the group can design a magic square like one of these?

If you have selected Option 3: An interactive lesson involving input from a local community member:

- Meet with the community member and explain what you would like them to do. Make sure your guests are fully informed about your intentions, your class, and what you expect from them
- 2. Plan the lesson with the community member/s so that the lesson includes some learner activities, and is not just a lecture given by a visitor
- 3. Use the blank Activity Planning Template on page 161, above to plan the activities and how they will be implemented.
 - Do you teach a large class or a multi-grade class?
 - Think about how you will manage the learning activities in your class, what kind of groups will you arrange?
 - Remember to select activities and adapt them activities so that are suitable to the grade and level of your learners.
 - Check whether you will need any special resources or equipment to implement the activities.
- 4. Prepare the learning resources
- 5. Remember, even though you may have organised for a community member to share their knowledge and skills on a particular topic with your learners, it is still your responsibility as the teacher to facilitate the whole learning process:

Word Power

Facilitate: v. to enable, to help to smooth the process

- You will need to introduce your guest
- Organise your learners in to groups if required
- Encourage your learners to participate and ask questions
- Help with setting up any of the practical activities or tasks
- Move around and support your learners as necessary.
- 6. If you have not had the opportunity of having one of your lesson videoed, try and arrange with a colleague to video your lesson when you implement it.

Activity 2: Implement your planned interactive group work lesson with your own class



45 mins

Purpose

 To implement your planned interactive group work lesson with a large, multi-grade or multi-level class (having chosen one of the three options).

What you will need

- Your prepared Activity Plan
- The prepared learning resources
- The tablet to video the lesson and a colleague to assist with taking the video.

What you will do

- Each teacher in the study group will implement <u>one</u> of the following lesson options which they have planned and prepared.
- One teacher in the group will be selected to have their lesson videoed.
 - An interactive language and literacy group work lesson.
 OR
 - An interactive mathematics group work lesson. OR
 - 3. An interactive lesson involving input from a local community member.
- 6. Implement the planned interactive lesson with your class or classes.
- 7. The selected teacher will have their lesson implementation process videoed by a colleague.

Activity 3: Reflect on the interactive group work lesson



1 hour and 15 mins (Sufficient time to discuss all 3 lesson options)

Purpose

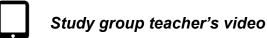
- To discuss and reflect on the videoed interactive group work lesson with the other teachers in your study group
- Discuss and reflect on the implementation of all three lesson options, or as many options as were implemented in your study group.

What you will need

- A copy of Activity Plan that was used for everyone to refer to.
- The video of the lesson on the tablet.

What you will do

- Watch the videoed interactive group work lesson in your study group
- Discuss the strengths of the activities and any improvements or changes that could be made in the future.
- Also discuss the other lesson options that were implemented.
- Answer the questions related to the videoed lesson the space provided.
- 1. Watch the study group teacher's video and discuss it in your study group. Read the questions in 2 (below) and think about them as you watch the video.



- **2.** Discuss the questions below in your group. Write some notes about what you learned during the discussion:
 - a. What was the purpose(s) of the activities? (See Activity Plan)
 - Were the purposes achieved? Yes/No?
 - Explain

Ø.	 	 	 	 	 	 	

b.	Which activities were particularly successful? Explain what was successful about them?
Z	
с.	Which aspects of the lesson surprised you? Explain.
Æ	
d.	Did the teacher experience difficulties with managing: Any activities, Any aspects of their plan, or Any groups of learners?
	 Do you think the lesson was too ambitious (tried to do too much)? Give details about all of these.
Æ	

	e.	Can you think of ways you/ the teacher could improve their plan, or manage a similar lesson better in future?
	~	
~	<i>⊶</i>	
	f.	What did you learn from watching the video of this lesson?
Æ	≾	
3.	te	iter watching and discussing the video, open the discussion so that every acher in the study group can have a chance to speak about their own lessons which will probably have been different from the one videoed).
		 Discuss any successes, surprises and difficulties which they had.

• Talk about ways in which they could overcome any of the difficulties they had, in future lessons.

Test yourself

•	Mu Yo Or A o Th	conclude Week 5 and Module 2, each teacher needs to complete this altiple choice assessment individually. For u can do the test as many times as you like. For a code you are satisfied with your result, tap save. For a code number will pop up, sms the code to the course administrator is is how your progress through the course will be tracked. For your own record, note the code you sent:	_			
Se	lect	the correct answer.				
1.	Select the answer which you believe to be most accurate. Balancing whole class and group work for multi-grade/multi-level classes helps to prevent.					
	a.	Poor discipline amongst younger and older learners				
	b.	Older learners becoming involved in learning the lower grade work				
	c.	Younger learners becoming involved in learning the higher grade work.				
	d.	One grade sitting doing nothing while the teacher teaches the other grade/s.				
		pose the sentence which is NOT TRUE . When you teach a whole multi-grass together:	ade			
	a.	Learners in higher grades get a chance to revise earlier work.				
	b.	Fast learners in lower grades are challenged to learn something more advanced.				
	c.	One grade will be learning the wrong curriculum.				
	d.	Learners of different skills, ages and abilities have a chance to exchange ideas.				
3. Which sentence describes a Maths skill which can be MATCH?		ich sentence describes a Maths skill which can be developed through play	ying			
	a.	Add or subtract whole numbers with sums up to 100.				
	b.	Carry out addition of quantities in real life situations.				
	C.	Write numbers in expanded notation				
	d.	Draw and shade proper fractions.				
4.		pose the sentence which is NOT TRUE . Community members can be involving anguage and literacy lessons by:	olved			
	a.	Reading with individuals or groups.				
	b.	Telling stories which learners can re-tell, write down and later read.				
	c.	Staying at home, because they cannot read or write.				

d. Teaching learners the art of story-telling.

5.	Here are four sentences about the results of developing and sharing leadership among the learners in your class. Select the one which you will discourage .				
	a.	Learner leaders will become arrogant and cheeky.			
	b.	My work-load will be reduced.			
	c.	Learners will develop maturity and responsibility.			
	d.	Learners will learn with more confidence and independence.			