

connectEd

Round

8

Implementation Packet





WEEK 3 Overview

SENSITIZATION Schedule:

Date	Agenda
Tuesday, Nov. 1	<ul style="list-style-type: none"> ✓ Training Refresher ✓ Phone Number Assignments
Wednesday - Monday, Nov. 2 - 7	<ul style="list-style-type: none"> ✓ Facilitator Phone Calls ✓ Daily Data Submission

NOTE:

- ✓ Surveys are considered completed when one of the following happens:
 - You have successfully reached a household and levelled the enrolled child.
 - The household withdraws consent to be surveyed.
 - You have made **AT LEAST 5 CALL ATTEMPS** over 2 days at 3 different times per day.

Bi-Weekly Calling Guide:

- ✓ During each bi-weekly call, students will begin with **Problem 1** and then proceed to **Problem 2** for additional practice. After **Problem 2**, students answer the Checkpoint.
- ✓ Students will practice **one operation during each call** and answer only **one checkpoint** problem. Proceed to the CONCLUSION once a student has answered the **checkpoint** question.

Delivery Instructions:

- ✓ Begin instruction with **Problem 1**.
- ✓ After completing **Problem 1**, continue to **Problem 2** for additional practice **using the same operation**.
- ✓ Then, deliver the **Checkpoint**. After the **Checkpoint**, proceed to the CONCLUSION.
- ✓ Use the **Checkpoint** delivered at the end of the call to target next week’s instruction.

1 Introduce the Call:

- ✓ My name is _____ calling again from Young 1love for our maths program.
- ✓ I'm here to make sure you received our SMS. Do you have any questions about the maths problems?
- ✓ Has your child seen our SMS and attempted any of the maths problems? I'd like to run a live demonstration with your child. Are they available to join this call?

2 Explain the Benefits of Caregiver Engagement:

- ✓ As we continue with the call, I would like for you to know how important your involvement is. In our last implementation term, we found that our program was **twice as effective** when a caregiver like yourself chooses to take an active lead in these tutoring calls.
- ✓ Children learn better and are much more engaged in maths when you show them how interested you are!

3 Ask the Caregiver to Lead Tutoring:

- ✓ We would also like to provide you with the opportunity to be more involved in these sessions through giving you the option to deliver a portion of the maths instruction during this call. If this is something you would like to do, I will deliver the instruction for the first maths problem, while you listen on loudspeaker and then you would do the same for the second maths problem.
- ✓ **Is this something you would like to do?**
- ✓ At the end of the call, we can speak together about your child's performance, and I can answer any questions you may have.

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WEEK 3 Phone Guide:

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Did the caregiver agree to lead the second half of the tutoring call?

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 **YES!**

- ✓ We will be doing two maths problems with your child. For the first problem, I will lead the instruction and will then hand it over to you for the second maths problem.
- ✓ I will ask that you listen as I work with your child for the first problem. You may write some notes as you listen, as this might be helpful for you.
- ✓ I will be available at any point if you need assistance or have any questions.

Note to Facilitators:

- ✓ Encourage caregivers to deliver the maths instruction as best as they know how, even if they don't use the exact terms and processes that you use.

★ **The delivery of the Checkpoint must be done by the facilitator and not the caregiver!**

 **NO!**

- ✓ That's not a problem.
- ✓ I would like to find out if there is a particular reason you would not like to deliver instruction during this call?
- ✓ Thank you for your response. I will continue with delivering instruction for the rest of the call.
- ✓ You can just listen and see where your child needs support.

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WEEK 3 Phone Guide (OPERATIONS):



Demonstrate an ADDITION Problem:

✓ **Problem 1:** $46 + 24 = ?$

✓ **Problem 2:** $35 + 15 = ?$

Use this problem to demonstrate **Addition w/Carryover**. Highlight the following 3 points:

1. Draw an addition place value table with a “carryover window.” Include an addition sign.
2. Always begin adding with UNITS.
3. When UNITS combine to be more than 10, the extra TENS are ‘carried-over’ in the ‘carryover window’. These are then added to other values in the TENS column.

CHECKPOINT:

✓ **Checkpoint:** $27 + 48 = ?$



Demonstrate a SUBTRACTION Problem:

✓ **Problem 1:** You have 50 seeds and plant 39 of them. How many are you LEFT WITH?

✓ **Problem 2:** $70 - 48 = ?$

Use this problem to demonstrate **Subtraction w/ Borrowing**. Highlight 3 points:

1. Draw a subtraction place value table. Include a subtraction sign.
2. For word problems, note which value is being subtracted from which. In the example above, there are 50 total apples and we are **planting (subtracting) 39**. The value we are subtracting from is placed above the value being subtracted.
3. Always begin subtracting with UNITS.
4. If you cannot subtract one UNIT from another, borrow 10 from the TENS side of the subtraction table. After doing this, add 10 to the UNITS side of the subtraction table.

CHECKPOINT:

✓ **Checkpoint:** $64 - 29 = ?$

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WEEK 3 Phone Guide (OPERATIONS):



Demonstrate a MULTIPLICATION Problem:

✓ **Problem 1:** $14 \times 5 = ?$

✓ **Problem 2:** $15 \times 2 = ?$

Use this problem to demonstrate **Multiplication**. Highlight the following 3 points:

1. Draw a multiplication place value table with a 'carryover window.' Include a multiplication sign.
2. It is easier to place larger numbers on top with smaller numbers underneath.
3. Multiply the **UNITS** of the bottom number by the top number.
4. When UNITS multiply to be more than 10, the extra TENS are 'carried-over' in the 'carryover window'. These are then added to other values in the TENS column.

CHECKPOINT:

✓ **Checkpoint:** $24 \times 3 = ?$



Demonstrate a DIVISION Problem:

✓ **Problem 1** He divides P65 equally between 8 friends. How much does each friend get?

✓ **Problem 2:** $68/7 = ?$

Use this problem to demonstrate **Multiplication**. Highlight the following 3 points:

1. Identify what is being divided. Place that number **inside** the division sign.
2. Identify the number of times something is being divided. Place that number **outside** of the division sign.
3. Determine how many times the number on the **outside** of the sign 'goes into' the number **inside** the sign. Another way to think of this is to ask what you need to multiply the **outside** number to get the **inside** number.
4. If you have a leftover value that can no longer be divided, write it in your answer as a **remainder**.

CHECKPOINT:

✓ **Checkpoint:** $73/4 = ?$

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WEEK 3 Phone Guide:

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CONCLUSION:

- ✓ Great! Do you 1-2 final questions for me?
- ✓ Next week we will send a similar SMS with 4 different types of maths operations. As you practice the exercise with your child, make a note of which operation you'd like to focus on during our next call.
- ✓ I will still give you the option to deliver instruction to your child during our next call.
- ✓ Is this still the best number to reach you? Is there another contact number we should use in order to continue providing maths problems for your child?
- ✓ As we continue delivering our lessons over the phone, we want to be sure that we are calling at an appropriate time. **When is the best time to reach you?**
- ✓ We are collecting videos of our ConnectEd parents doing maths activities with their children. This is optional, but if you are interested you can send any videos through WhatsApp to (insert #).
- ✓ Finally, we'd like to know if you'd like to participate in being asked a few questions about your child's schooling through WhatsApp.
- ✓ Thank you for taking our call and for continuing to support your child's learning. Talk to you next week!

IMPORTANT NOTE:

The accountability survey requires you to answer a question on the role that the caregiver played during the call. The following definitions are to help you determine the role that best applies to the caregiver.

- **Not present** – caregiver put the child on the line but was not physically present during the call
- **Present but passive** – caregiver was present and listened in, but engaged very little during the call
- **Actively engaged but didn't lead the call** – caregiver was present and actively assisted / supported the child during the call but chose not to lead instruction when given the option
- **Active and led instruction independently during the call** – caregiver engaged and chose to lead instruction when given the option