



# **NOVA PIONEER**

**SCHOOLS FOR INNOVATORS & LEADERS**

## **At-Home Learning Pack Term 1 2020**

**Week of:** March 23 to 27

**Grade:** R

Recommended Schedule for



**Monday 23 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	<b>Handwriting and Letter Formation</b> Continue to practice handwriting and letter formation	N/A
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Match and sort	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Second Languages / Other Subjects	Second Language (SA) <b>My body - IsiZulu</b>	<a href="https://www.youtube.com/watch?v=I2clPVGlogQ">https://www.youtube.com/watch?v=I2clPVGlogQ</a>
11:30 - 11:45	Break		
11:45 - 12:30	Movement	The floor is lava	<a href="https://handsonaswegrow.com/floor-is-lava/">https://handsonaswegrow.com/floor-is-lava/</a>
12:30 - 1:15	Lunch		
1:15 - 2:00	Exploration	<a href="#">SEL Moment: How Is My Body Feeling?</a>	N/A

Recommended Schedule for



**Tuesday 24 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	<b>Punctuation</b> Add capital letters and full stops correctly to sentences.	N/A
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Count, read, write to 5 and 10	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Second Languages / Other Subjects	Second Languages (SA) <b>Body parts - IsiZulu</b>	N/A
11:30 - 11:45	Break		
11:45 - 12:30	Movement	Move like Frozen 2	<a href="https://www.youtube.com/watch?v=W387m-ved6o&amp;app=desktop">https://www.youtube.com/watch?v=W387m-ved6o&amp;app=desktop</a>
12:30 - 1:15	Lunch		
1:15 - 2:00	Exploration	<a href="#">SEL Moment: Counting Breaths</a>	N/A

Recommended Schedule for



**Wednesday 25 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	<b>Handwriting and Letter Formation</b> Continue to practice handwriting and letter formation	N/A
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Compare and order	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Second Languages / Other Subjects	Second Languages (SA) <b>Body parts - IsiZulu</b>	N/A
11:30 - 11:45	Break		
11:45 - 12:30	Movement	Frisbee game	<a href="https://handsonaswegrow.com/simple-lid-frisbee-toss-game-kids/">https://handsonaswegrow.com/simple-lid-frisbee-toss-game-kids/</a>
12:30 - 1:15	Lunch		
1:15 - 2:00	Exploration	<a href="#">SEL Moment: Using Mantras</a>	N/A






Recommended Schedule for



**Thursday 26 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	<b>Rhyming</b> Identify rhyming words	N/A
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	One more, one less	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Second Languages / Other Subjects	Second Languages (SA) <b>Body parts - IsiZulu</b>	N/A
11:30 - 11:45	Break		
11:45 - 12:30	Movement	Activity cube	N/A
12:30 - 1:15	Lunch		
1:15 - 2:00	Exploration	<a href="#">SEL Moment: What are my Strengths?</a> (Culture Principles)	N/A

 **Friday 27 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	 Literacy & Writer's Workshop	<b>Poetry</b> Enjoy listening to a nursery rhyme and answer questions about the nursery rhyme	N/A
9:15 - 9:30	Break		
9:30 - 10:30	 Mathematics	One more, one less	N/A
10:30 - 10:45	Break		
10:45 - 11:30	 Second Languages / Other Subjects	Second Languages (SA) <b>Listen story - Afrikaans</b>	<a href="https://www.youtube.com/watch?v=zDNsm8p_pzg">https://www.youtube.com/watch?v=zDNsm8p_pzg</a>
11:30 - 11:45	Break		
11:45 - 12:30	 Movement	Pick the movement activity that you enjoyed this week and do it again	N/A
12:30 - 1:15	Lunch		
1:15 - 2:00	 Exploration	<a href="#">SEL Moment: Solving Problems</a> (Culture Principles)	N/A

## Literacy & Writer's Workshop Activities

Monday, 23 March

**Time:** 45 - 60 minutes

**Learning Goal:**

Students will be able to:

Continue to practice handwriting and letter formation

**Materials Required:**

- Any writing materials and instruments

For example:

Scrap paper, lined paper, cardboard, whiteboard, pencils, coloured markers or sensory medium such as mud, sand, shaving cream or playdough in which Students can for and write the letters with their finger

- Handwriting and letter formation guidelines

**Instructions for Learning:**

During Term 1, Students have practiced how to correctly form the letters of the alphabet.

- Students can now practice forming and writing the following letters:
- *"Live on the grass" Letters (Part 1)* These are letters simply 'sitting' on the line, without reaching below and not exceeding a certain height)

*m, c, s, a*

- This can be done numerous times.
- Students can add a drawing of anything they know which starts with the various letters practices today next to or underneath the practices letter.

OPTIONAL:

Questions and Discussion prompts:

- What is the name of this letter?
- Do you know the sound of each of the letters you practiced writing?
- Do you know where the starting point is when writing this letter?
- What words do you know that begin with this letter?

Handwriting and letter formation guidelines:



## Tuesday, 24 March

**Time:** 45 - 60 minutes

**Learning Goal:**

Students will be able to:  
Add capital letters and full stops correctly to sentences.

**Materials Required:**

- Written or printed form of the sentences needing correction
- Writing materials (such as pencil or pen) and drawing instruments (such as coloured crayons or markers)
- Full Stop and Capitalization anchor charts for reference

**Instructions for Learning:**

During Term 1, Students learned about full stops and capital letters and where to use them.

- Ask Student to explain what a capital letter is.  
(a capital letter is the uppercase form of any of the letters of the alphabet)
- Now, ask Student when a capital letter is used?  
(capital letters are used when we write our names or at the beginning of a sentence.)
- Finally, ask Students what a full stop is, what does it look like as well as where we would always find a full stop in a sentence?  
(a full stop looks like a small dot and can be found at the end of the sentence.)

Full Stop and Capitalization anchor charts for reference:

## Capitalization

Making a lower case letter into an upper case letter.

a → A      s → S

upper case = capital letter

## What to Capitalize

The first letter in a sentence.

Names of people, places, or pets.

Names of the months or days of the week.



## Full Stop

A full stop is used at the end of a sentence. Every time you see a full stop, you must stop!

I must stop at the end of this sentence.



- Read each of the sentences with Students individually and have Students add a capital letter and full stop in the correct place. *(some sentences might need more than one word/letter capitalized).*
- Students can draw a picture for each of their corrected sentences.

1. roger kicks the ball
2. she reads a book
3. we can play a game

### Wednesday, 25 March

**Time:** 45 - 60 minutes

**Learning Goal:**

Students will be able to:

Continue to practice handwriting and letter formation

**Materials Required:**

- Any writing materials and instruments

For example:

Scrap paper, lined paper, cardboard, whiteboard, pencils, coloured markers or sensory medium such as mud, sand,

shaving cream or playdough in which Students can for and write the letters with their finger

- Handwriting and letter formation guidelines

### Instructions for Learning:

During Term 1, Students have practiced how to correctly form the letters of the alphabet.

- Students can now practice forming and writing the following letters:
- *“Live on the grass” Letters (Part 2)* These are letters simply 'sitting' on the line, without reaching below and not exceeding a certain height)

*e, i, n, o*

- This can be done numerous times.
- Students can add a drawing of anything they know which starts with the various letters practices today next to or underneath the practices letter.

OPTIONAL:

Questions and Discussion prompts:

- What is the name of this letter?
- Do you know the sound of these letters?
- Do you know where the starting point is when writing this letter?
- What words do you know that start with this letter?

Handwriting and letter formation guidelines:



**Time:** 45 - 60 minutes

**Materials Required:**

- Rhyme sentences resource (hard or soft copy)

**Learning Goal:**

Students will be able to:  
Identify rhyming words

**Instructions for Learning:**

During Term 1, Students learned what rhyming words are.

- Ask Students to explain what they understand rhyme means?
- Then ask Students to think of any rhyming words they know.
- If Students are stuck, give them some example, such as:

mat - bat

mole - hole

dog - frog

suck - duck

- Read the rhyme sentences individually with Student.
- Student to complete the second sentence by adding the correct rhyme word.
- A picture can be drawn in the empty square. Students can attempt to spell and write the word as well.
- Student can also draw or write any other rhyming words.

I'm thinking of a word  
that rhymes with Dad.

If someone makes fun  
of me I get...



Dad

I'm thinking of a word  
that rhymes with dip.

Part of your mouth, it's  
your...






dip

I'm thinking of a word  
that rhymes with dot.

Don't get burned, the  
fire is...



dot

<p>I'm thinking of a word that rhymes with log.</p> <p>It is green and hops, it's a...</p>	 <p>log</p>	
<p>I'm thinking of a word that rhymes with pin.</p> <p>To swim through the water the fish has a...</p>	 <p>pin</p>	
<p>I'm thinking of a word that rhymes with pan.</p> <p>You're feeling hot so cool down with a...</p>	 <p>pan</p>	

Friday, 27 March	
<b>Time:</b> 45 - 60 minutes	<b>Materials Required:</b> <ul style="list-style-type: none"> <li>• Nursery rhyme "There was an old woman..."</li> <li>• Scrap paper and drawing instruments (such as coloured pencils or crayons)</li> </ul>
<b>Learning Goal:</b> <u>Students will be able to:</u> Enjoy listening to a nursery rhyme and answer questions about the nursery rhyme	
<b>Instructions for Learning:</b> During Term 1, Students listened to many different Nursery Rhymes. <ul style="list-style-type: none"> <li>• Read this nursery rhyme a few times with the Student:</li> </ul>	

There was an old woman  
Who lived in a shoe.  
She had so many children  
She didn't know what to do.  
She gave them some broth  
Without any bread.  
She gave them all kisses,  
And sent them to bed.



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- Ask and talk about the nursery rhyme. Here are some Questions and Discussion prompts:
  - How many children do you see in this picture?
  - Talk about each of the children. What do they look like? What are they wearing? Do you think they each have enough space in the shoe? Do you imagine they have their own bedrooms?
  - Imagine living in a shoe such as this one. What do you think that would be like? Is a shoe big enough to live in? Would you enjoy it? Why or why not?
  - How do you think the children feel about living in a shoe?
  - What do you think the children do for fun while living in a shoe?
  - Why do you think the old woman sent them to bed?
  - Can you find any 2 words that rhyme?
- Student can draw a picture of a shoe house and some children playing in and around it.

## +Mathematics Activities

Monday, 23 March

**Time:**

**Learning Goal:**

Students will match objects to numbers and sort objects into groups

**Materials Required:**

- A variety of kitchen utensils, stationery, clothes, shoes, toys, groceries
- Blocks and shapes
- Pictures from books or magazines
- Worksheets below

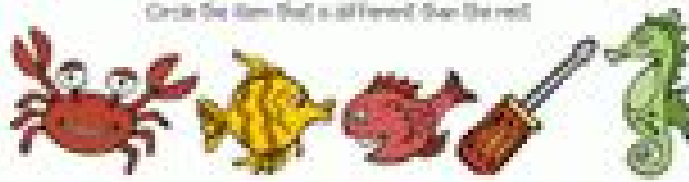
**Instructions for Learning:**

- Collect up a variety of kitchen utensils, stationery, clothes, shoes, toys, groceries etc with your child. Ask the child to sort the objects, deciding on groupings for themselves. These groups could be sorted by size, colour, type, shape, how heavy they are, who they belong to ... there are many ways to group them.
- If possible, provide some sort of "sorting rings" for the sorting e.g. hula hoops on the ground, chalk circles, or just sections of the room with some kind of border.
- Have a conversation with your child.
  - Help them to "make thinking visible" e.g. Putting the kitchen things together was a good idea! Well done!; What is the same about the things in this group?
  - Why did you put Mark's shoes with your shirt (because they are both black perhaps)?
  - Are there other ways we can sort these things? Have you thought about sorting by size/shape/weight/length into big/small, round/square, heavy/light, long/short, soft/hard
- Group some objects together using a criteria that your child has not thought of yet. Ask her what is the same about these objects.
- Group some objects, but put in one object that doesn't fit with the others. Ask the child to identify which object does not fit with the others. Why?

Sorting of concrete materials into sorting circles is an important step for your child. You can also do some sorting and matching with pictures from books or magazines. Here are some examples you can use:

## What Doesn't Belong?

Circle the item that is different than the rest!



## Match the Objects

Draw a line connecting the objects that belong together.



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# What Doesn't Belong?

Circle the item that is different than the rest.



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[www.pearson.com](http://www.pearson.com)



# Fun in the Classroom

Circle what does not belong in the classroom, then color the picture!



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More worksheets at [www.dynamilis.com/worksheets/](http://www.dynamilis.com/worksheets/)

**Time:** 45 minutes

**Learning Goal:**

The student will count, read and write numbers up to 5

**Materials Required:**

- Objects, toys, counters, blocks
- Things from outside e.g. sticks, stones, leaves, flowers.


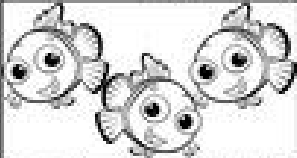
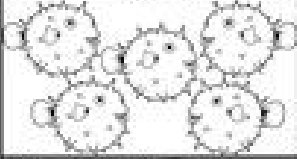

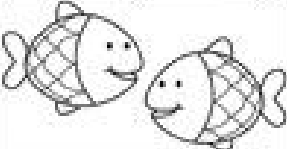
**Instructions for Learning:**

- Refer to the counting activities in last week's pack. Children need to be counting objects every day as they develop their "numerosity", which is different from just rote counting.
- Ask children for different actions to practise counting e.g. "jump on the spot 4 times", "touch your nose and then your tummy. Now do that 3 times".
- Match groups of objects of pictures with the correct numeral (1 to 5)
- Put numbers into order from 1 to 5 and from 5 to 1
- Help your child to practise writing the numbers 1 to 10 using previous classwork they have done. For each number they write, they draw that number of circles, squares, happy faces, or any other chosen diagram.

Here are some worksheet ideas:

Name:

Cut & paste correct number!

✂

1  
5  
4  
3  
2

## Count and Match

Draw a line between each number to the matching set of objects.

4



2



5



3



1



[www.writingworkfun.com](http://www.writingworkfun.com)

Count the candles on each cake.  
Match with the correct number.



2



4



5



1

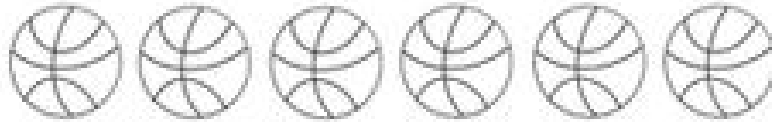


3

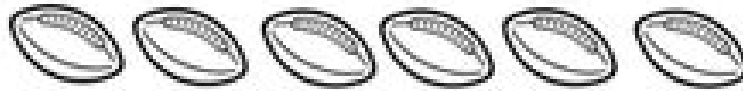
# Count 'N Color

Color the correct number of objects shown.

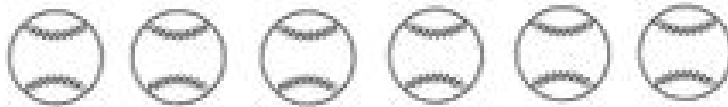
5



3



4



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Wednesday, 25 March

**Time:** 45 minutes

**Learning Goal:**

The student will count, read and write numbers up to 10

**Materials Required:**

- Objects, toys, counters, blocks
- Things from outside e.g. sticks, stones, leaves, flowers.
- Pictures from books & magazines

**Instructions for Learning:**

- Refer to the counting activities in last week's pack. Children need to be counting objects every day as they develop their "numerosity", which is different from rote counting.
- Help your child to practise writing the numbers 1 to 10 using previous classwork they have done. For each number they write, they draw that number of circles, squares, happy faces, or any other chosen diagram.
- Match groups of objects of pictures with the correct numeral (1 to 10)
- Put numbers into order from 1 to 10 and from 10 to 1

Here are some worksheet ideas:

### Count and Match

Draw a line between each number to the matching set of objects.

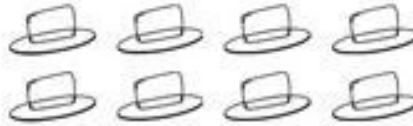
9



7



8



10



6



3



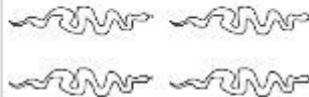
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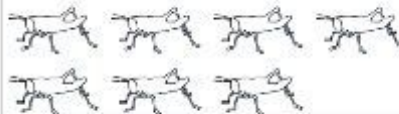
5



6



7



8








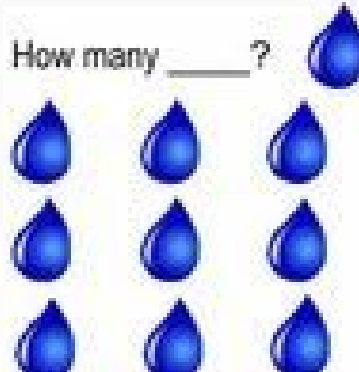
# How many?

Worksheet number 1

Answer the questions by  
1. Counting the objects  
2. Writing the number in the box



Count the number of objects:

<p>How many _____?</p> 	<p>How many _____?</p> 
<p>How many _____?</p> 	<p>How many _____?</p> 

Thursday, 26 March

Time:

Materials Required:

**Learning Goal:**

The student will compare numbers of objects to decide which is more, which is less.

The student will compare pictures of objects to decide which is more, which is less.

- Blocks, counters, toys, kitchen utensils, stationery
- Pictures from books or magazines
- Things from outside e.g. sticks, stones, leaves, flowers.

**Instructions for Learning:**

- When children can compare two groups of objects and be able to say which is more, they are showing signs of developing a good numerosity, so this is an important skill to develop.
- Ask questions such as: What number comes before 6? What number comes after 9? Which is bigger: 4 or 5. Ask the child to show you these numbers with objects.
- Refer to the comparing and ordering activities from last week's pack.
- Don't always start at 1!

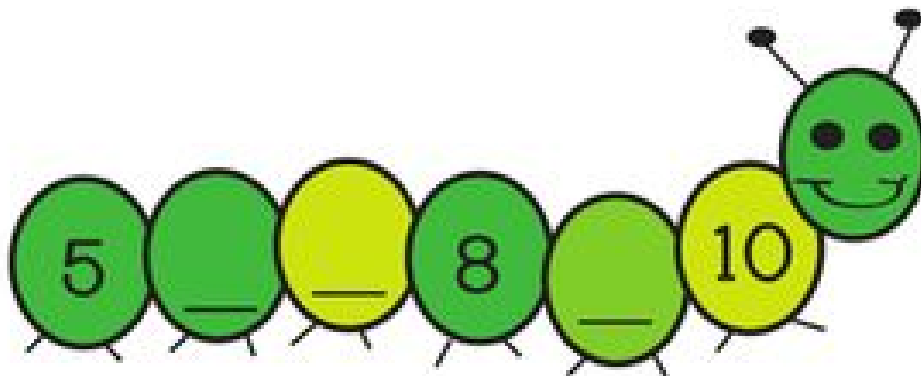
Here are some more ideas:

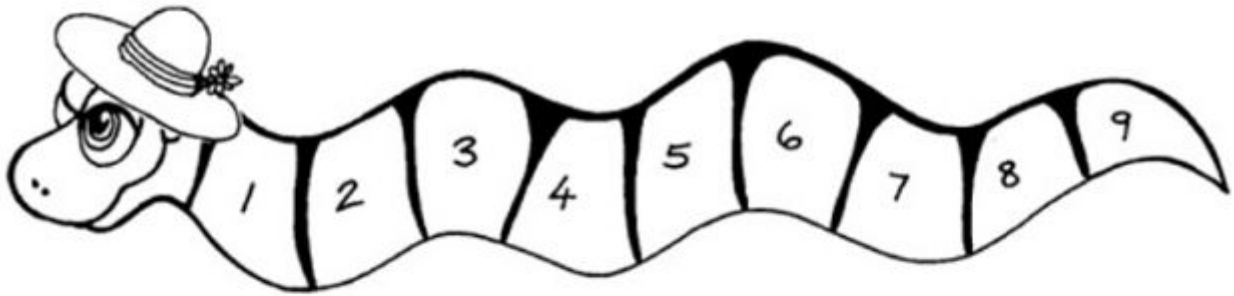
Fill in the missing numbers:

1	2			5	6			9	
---	---	--	--	---	---	--	--	---	--

# Missing Numbers

Fill in the missing numbers on the caterpillar.





\_\_\_\_, 2, \_\_\_\_ , 4, \_\_\_\_ , 6, \_\_\_\_ , 8, \_\_\_\_

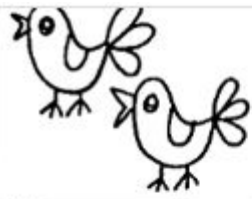
1, \_\_\_\_ , 3, \_\_\_\_ , 5, \_\_\_\_ , 7, \_\_\_\_ , 9

\_\_\_\_ , \_\_\_\_ , 3, \_\_\_\_ , \_\_\_\_ , 6, \_\_\_\_ , \_\_\_\_ , 9

\_\_\_\_ , 2, \_\_\_\_ , \_\_\_\_ , 5, \_\_\_\_ , \_\_\_\_ , 8, \_\_\_\_

1, \_\_\_\_ , \_\_\_\_ , 4, \_\_\_\_ , \_\_\_\_ , 7, \_\_\_\_ , \_\_\_\_

What comes after?	What comes between?
6, 7	7, 8, 9
2, ____	3, ____ , 5
5, ____	1, ____ , 3
7, ____	6, ____ , 8
3, ____	2, ____ , 4
8, ____	5, ____ , 7



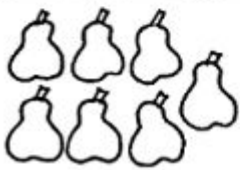
4 2 5 1



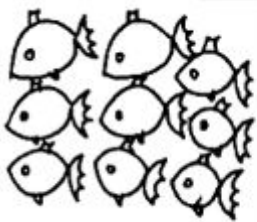
3 6 4 5



4 6 5 7



3 7 5 6



7 10 5 9

Friday, 27 March

**Time:**

**Learning Goal:**

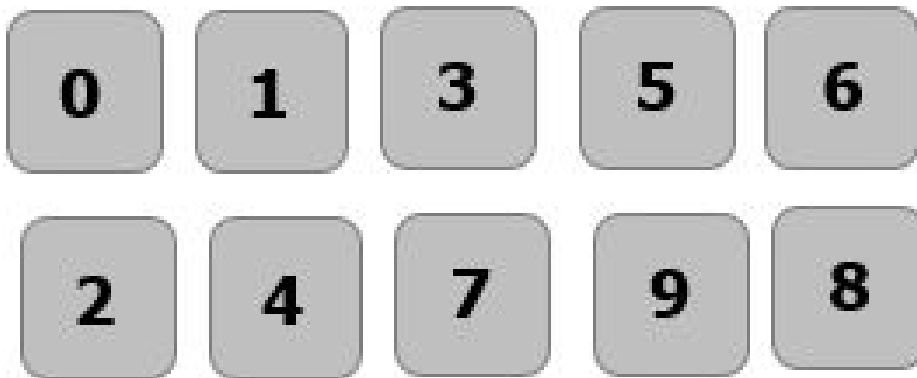
The student will practise counting, matching, reading numbers using number cards and bean counters.

**Materials Required:**

- Number cards
- Beans, pasta or other objects that you can colour on one side

**Instructions for Learning:**

Your child can help you to make number cards from card or paper. Cut them out so that they can be used for matching to objects or pictures, comparing numbers to each other, putting numbers in order, as well as reading and writing numbers:



### **Making bean counters:**

Use 10 white kidney beans.

Your child can help you to use a marker or paint to colour one side of about half of the white kidney beans or other objects.

### **Game**

Throw your handful of beans. Your child can count the total, then count how many are coloured side up and how many have the white side up. Ask questions about which is more and which is less; what numbers make up the total; what is the new total if I take two beans away.

Ask your child to throw the beans himself.

Ask him to line up the beans in two rows. Now he can say which is more, which is less.

Ask him to turn over one of the white beans. How have the numbers changed?

What happens if you spread out all the beans. How many do you have now?

### **Ask problem questions such as:**

I have one more bean than you. I have 3 beans. How many do you have?

You have 1 more bean than I do. Together we have 7 beans. How many beans do I have?

Which is more?

There are 6 white beans and 4



coloured beans. Pair them up to show that 6 is bigger than 4.

There are 5 beans. 4 are coloured and one is white. So 5 is made up of 1 and 4. Throw again to get 2 and 3, 3 and 2, 4 and 1, 0 and 5, 5 and 0.



There are 10 beans, 5 coloured and 5 white. So  $5 + 5 = 10$  and  $10 - 5 = 5$ .



## Second Languages Activities (SA)

Monday, 23 March

**Time:** 15 min

**Learning Goal:**

Students will watch a video and sing a song about body parts in IsiZulu

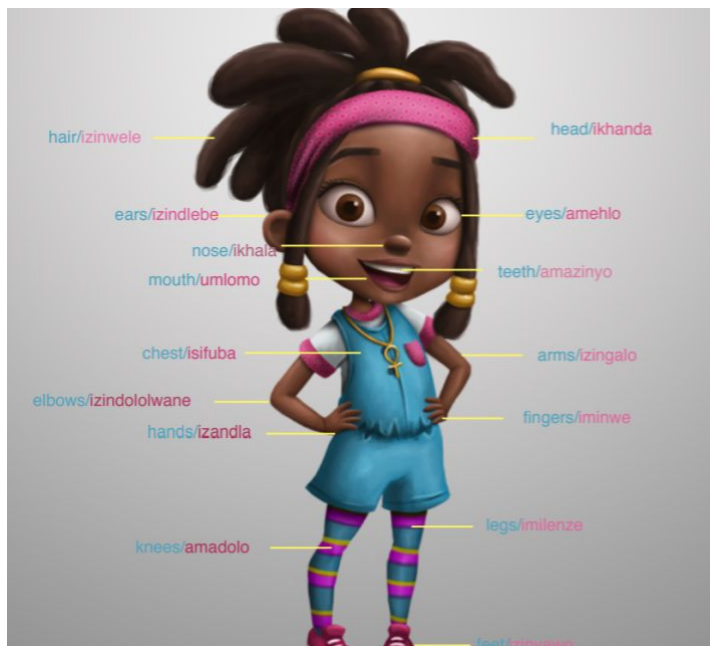
**Materials Required:**

- **Video:**

<https://www.youtube.com/watch?v=I2clPVG1ogQ>

**Instructions for Learning:**

- Students will look at the picture. Ask students if they can say a few body parts in IsiZulu.
- Students will watch a video about my body in IsiZulu.
- Students will repeat the words after the lady on the video said it.
- Students will then sing a song “umzimba wami” and touch the body parts as they sing it.
- Let students sing it twice.



Tuesday, 24 March

**Time:** 20 min

**Learning Goal:**














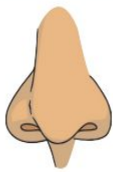





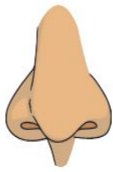




Students will read the names first and then they will match the word with the correct picture

**Materials Required:**

- **Worksheet**
- **Scissor**

## Instructions for Learning:

- Students will look at the cards with body parts on it.
- Students will read the words on the first set of cards.
- Students will then cut out the pictures and the words.
- Students will match the correct word with the picture and pronounce the words

 ikhanda	 ingalo / izingalo	 umlenze / imilenze	 unyawo / izingawo	 isandla / izandla	 ihlo, iso / amehlo
 ikhanda	 ingalo / izingalo	 umlenze / imilenze	 unyawo / izingawo	 isandla / izandla	 ihlo, iso / amehlo
 indlebe / izindlebe	 ikhala	 umlomo / imilomo	 izinwele	 indololwane / izindolowane	 ulimi
 indlebe / izindlebe	 ikhala	 umlomo / imilomo	 izinwele	 indololwane / izindolowane	 ulimi

Wednesday, 25 March

**Time:** 20 min

**Learning Goal:**

Students will match the correct word

**Materials Required:**

- Worksheet
- Colour pencils

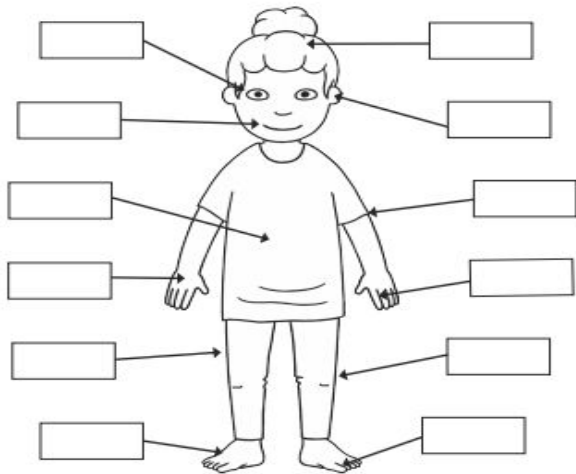
with the body part

### Instructions for Learning:

- Students will look at the vocabulary words and match it to the correct body part on the picture.
- Students can use a colour pencil to connect the word with the correct block / body part
- Students can pronounce the word out loud when they connect the word with the body part.

### Umzimba wami

Sika amagama bese unamathela endaweni efanele.



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Isisu	Umlenze	Ikhanda	Umlomo	Ingalo	Idolo
Indlebe	Isandla	Unyawo	Umunwe	Uzwani	Ihlo

Thursday, 26 March

**Time:** 20 min

### Learning Goal:

Students will draw a picture of themselves and fill in the open spaces

### Materials Required:

- **Worksheet**
- **Colour pencils / crayons**

### Instructions for Learning:

Students will draw a picture about themselves.

Students will answer the questions about themselves in IsiZulu.

Igama: \_\_\_\_\_ ibanga: R \_\_\_\_\_

**Ngingubani? Who am I?**

**Dweba isithombe sakho. (Draw a picture of yourself.)**



Phendula lemibuzo yesiZulu. Answer the isiZulu questions.

1. Ubani igama lakho?

Igama lami ngu \_\_\_\_\_

2. Ubani isibongo sakho?

Isibongo sami ngu \_\_\_\_\_

3. Yini ubulili bakho? (Circle the correct answer.)

Ngingumfana. / Ngiyintombazane.

### Friday, 27 March

**Time:** 20 min

**Learning Goal:**

Students will listen to a story in Afrikaans and draw a picture to illustrate what they understand

**Materials Required:**

- **Video**  
[https://www.youtube.com/watch?v=zDNsm8p\\_pzg](https://www.youtube.com/watch?v=zDNsm8p_pzg)
- **Colour pencils / crayons**
- **A4 paper**

**Instructions for Learning:**

- Students will listen to a story in Afrikaans.
- Students will look at the pictures while they listen to the story.
- Students will draw a picture about “Simba en Nala help vir Bomo” to demonstrate what they understood about this story.

## Movement Activities

### Monday, 23 March

**Time:** 15 min

**Learning Goal:**

Students need to make a plan not to touch the floor at all but to get from one point to another

**Materials Required:**

- <https://handsonaswegrow.com/floor-is-lava/>
- Colour papers
- Tape - if floor is slippery

**Instructions for Learning:**

- This is a fun hot lava game where the floor is lava. The students aren't allowed to touch the floor at all.
- Students can only use the colour paper to move on. Newspapers or any kind of paper can be used.

### Tuesday, 24 March

**Time:** 5 - 10 min

**Learning Goal:**

Students will copy the moves of Frozen 2 characters

**Materials Required:**

- Frozen - make your move  
<https://www.youtube.com/watch?v=W387m-ved6o&app=desktop>

**Instructions for Learning:**

- Students will copy the moves of the Frozen characters.
- Students will also freeze themselves by not moving at all.
- After students watch the video and copied the moves, ask them to do 3 of the new moves in their own dance

### Wednesday, 25 March

**Time:** 20 min

**Learning Goal:**

Students will be able to use a "frisbee" and land them right in the target area

**Materials Required:**

- Video  
<https://handsonaswegrow.com/simple-lid-frisbee-toss-game-kids/>
- Lids
- Tape / line

**Instructions for Learning:**

- Students need to find some lids to act as frisbees
- Tape a couple of lines on the floor for targets.
- See if students can land the frisbee in the right target area.

## Thursday, 26 March

**Time:** 20-30 min

**Learning Goal:**

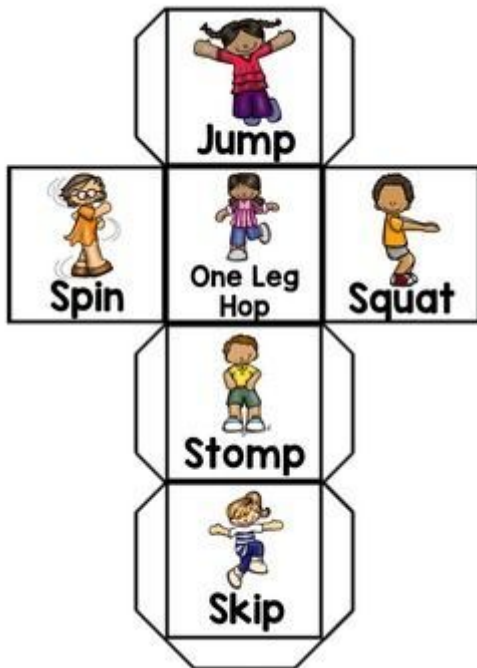
Students will roll the movement dice and act out the movement for 2 minutes

**Materials Required:**

- Copy of the movement cube
- Scissor
- Glue

**Instructions for Learning:**

- Students will cut out the cube and use glue to stick it together.
- Students will look at all the activities on the movement cube and practice each one.
- Students will then roll the cube and on whatever activity it lands, students will do it for 2 minutes.
- Students will rest for 1 minute before they continue again.
- If you roll the cube and it lands on the same activity that you've done before do it for 1 minute.
- Stop when you've done all the activities.



## Friday, 27 March

**Time:** 15 min

**Learning Goal:**

Students will pick of the activities that they enjoyed this week and do it again

**Materials Required:**

- Monday - Thursday Movement activities

**Instructions for Learning:**

- Students will think about all the movement activities that he/she did.
- Students will only pick one activity and do it again.

## Exploration Activities

Monday, 23 March

**Time:** 15 mins

[SEL Moment: How Is My Body Feeling?](#)

**Learning Goal:** Students will

- *Practice* noticing how their body feels
- *Consider* why it is useful to express feelings through words

**Materials Required:**

- Digital device (with Internet connection) to view Nearpod lesson slides
- Optional: Notebook & Pen/Pencil

**Experiencing Technology Challenges ?**  
In order for us to get a better picture of your technology possibilities at home, please could you fill in [this 3-minute survey](#) to help us better plan ahead. Deadline is **Wednesday, 25 March EOD**

**Instructions for Learning:**

1. Open the [lesson slides](#) on a digital device connected to the internet.
2. Enlarge the screen by clicking on the expand icon on the top left corner of the opening slide.
3. Then click on the “preview” button. If prompted to *buy*, simply click “continue with preview”.
4. Navigate through the slides step by step with your child using the left/right arrows. Some slides may have multiple slides on them, then use the up/down arrows on your keyboard to navigate.
5. Read the text and follow the instructions, respond to the questions and other interactive elements on the slides with your child.
  - a. If you are struggling to use your digital device to answer the questions and prompts with your child, then invite your child to use a notebook and pen/pencil instead to respond to the questions and activity prompts on paper (especially with the drawing exercises).
  - b. For the class discussion (or Think-Pair-Share) prompts, simply discuss the question with your child or invite them to discuss with a sibling.
  - c. For the Collaborate, Open-Ended Questions, Quizzes and Polls, invite your child to answer for themselves (resist the temptation to give them the answer ... rather ask them a better question: What about...? Have you thought about ...? )

## Tuesday, 24 March

**Time:** 15 mins

[SEL Moment: Counting Breaths](#)

**Learning Goal:** Students will

- *Practice* counting breaths which can help them get calm
- *Consider* actions that can be taken when feeling overwhelmed

**Materials Required:**

- Digital device (with Internet connection) to view Nearpod lesson slides
- Optional: Notebook & Pen/Pencil

**Experiencing Technology Challenges ?**  
In order for us to get a better picture of your technology possibilities at home, please could you fill in [this 3-minute survey](#) to help us better plan ahead. Deadline is **Wednesday, 25 March EOD**

**Instructions for Learning:**

Open the [lesson slides](#) on a digital device connected to the internet and read/follow the instructions on the screen with your child. The same additional instructions apply as per Monday's lesson.

## Wednesday, 25 March

**Time:** 15 mins

[SEL Moment: Using Mantras](#)

**Learning Goal:** Students will

- *Practice* using mantras
- *Practice* repeating their mantras while taking 5 deep breaths

**Materials Required:**

- Digital device (with Internet connection) to view Nearpod lesson slides
- Optional: Notebook & Pen/Pencil

**Experiencing Technology Challenges ?**  
In order for us to get a better picture of your technology possibilities at home, please could you fill in [this 3-minute survey](#) to help us better plan ahead. Deadline is **Wednesday, 25 March EOD**

**Instructions for Learning:**

Open the [lesson slides](#) on a digital device connected to the internet and read/follow the instructions on the screen. The same additional instructions apply as per Monday's lesson.

## Thursday, 26 March

**Time:** 30 mins

[SEL Moment: What are my Strengths?](#)

**Learning Goal:** Students will

- *Practice* recognizing their strengths
- *Compare* their strengths with the school's culture principles and consider which ones might be important during this time
- *Consider* how an understanding of their strengths could build confidence and self-awareness

**Materials Required:**

- Digital device (with Internet connection) to view Nearpod lesson slides
- Optional: Notebook & Pen/Pencil

### Instructions for Learning:

Open the [lesson slides](#) on a digital device connected to the internet and read/follow the instructions on the screen. The same additional instructions apply as per Monday's lesson.

When talking about strengths, use this as an opportunity to connect a student's answer to our culture principles as a school. Which culture principles do we need to embody during this time? Which ones are most important?

- **Joy of Learning:** We are lifelong learners. We see an opportunity to learn in everything that we do and we value curiosity and discovery.
- **High Expectations:** We sweat the small stuff and take pride in our work. We believe that our work is a representation of ourselves so we give our best in all that we do.
- **Always Growing:** We constantly seek out difficult challenges, share and receive helpful feedback as a gift, and see every failure as an opportunity to learn and grow.
- **Greater Together:** We collaborate with and support our teammates because we believe that we can achieve more together.
- **Solutions First:** Everything is possible if you are creative and think critically about the problem. We always bring solutions when faced with difficult challenges.
- **Servant Leadership:** We see service to others as a key part of being a global citizen. We know that leadership is not about ourselves, but about building something greater.

**Friday, 27 March**

**Time:** 30 mins

[SEL Moment: Solving Problems](#)

**Learning Goal:** Students will

- *Practice* social awareness by strengthening their understanding of how to solve problems.
- *Consider* how problem solving becomes easier when problems are broken down into smaller pieces and taken one step at a time.

**Materials Required:**

- Digital device (with Internet connection) to view Nearpod lesson slides
- Optional: Notebook & Pen/Pencil

**Instructions for Learning:**

Open the [lesson slides](#) on a digital device connected to the internet and read/follow the instructions on the screen. The same additional instructions apply as per Monday's lesson.

From Thursday's lesson, students may have stressed the importance of having a "solutions first" mindset while adapting to working from home. Use this lesson to help consolidate our "solutions first" culture principle at home:

**Solutions First:** Everything is possible if you are creative and think critically about the problem. We always bring solutions when faced with difficult challenges.