



NOVA PIONEER







SCHOOLS FOR INNOVATORS & LEADERS


At-Home Learning Pack Term 1 2020







Week of: March 18 to 20

Grade: 1

Recommended Schedule for
 **Wednesday 18 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	 Literacy & Writer's Workshop	Handwriting and Letter Formation Students will be able to: Practice handwriting and letter formation	n/a
9:15 - 9:30	Break		
9:30 - 10:30	 Mathematics	Counting, sorting and adding	n/a
10:30 - 10:45	Break		
10:45 - 11:30	 Kiswahili	Kiswahili - Hati nadhifu. Wanafunzi waweze: Kufanya zoezi la kuandika kwa hati nadhifu.	Video: Alfabeti za Kiswahili.
11:30 - 12:15	 Movement	Coronavirus: "We've Got This" Dance and Sing-along	Video: We've Got This
12:15 - 1:00	Lunch		
1:00 - 1:45	 Environmental Studies & CRE	Environmental Studies: Animals	n/a
1:45 - 2:30	 Exploration	Coronavirus in the News Emotional Body Map	Booklet: Child-Friendly Explanation

Recommended Schedule for
 **Thursday 19 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	 Literacy & Writer's Workshop	Nouns Students will be able to: Identify what a noun is and give an example of a noun	n/a
9:15 - 9:30	Break		
9:30 - 10:30	 Mathematics	Counting, sorting and adding	n/a
10:30 - 10:45	Break		
10:45 - 11:30	 Kiswahili	Kusoma. Wanafunzi waweze kusoma kwa ufasaha kifungu kifupi .	Video: Tuhesabu na Akili.
11:30 - 12:15	 Movement	"Beat go pop" zumba dance along	Video: Beat go pop
12:15 - 1:00	Lunch		
1:00 - 1:45	 Environmental Studies & CRE	CRE: David & Goliath	David & Goliath Story - YouTube
1:45 - 2:30	 Exploration	Coronavirus in the Body: What is it? How does it spread?	Video: Coronavirus Explained! For Kids

Recommended Schedule for



Friday 20 March

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	Verbs Students will be able to: Identify what a verb is and give an example of verbs	n/a
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Counting, sorting and adding	n/a
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	Kuandika. Wanafunzi weweze kuandika sentensi zinazorejelea tarakimu..	n/a
11:30 - 12:15	Movement	Coronavirus: TikTok Dance Challenge	Video: TikTok dance challenge
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	Environmental Studies: Animals	n/a
1:45 - 2:30	Exploration	Coronavirus 101: Hygiene Habits	Video: how does hand sanitizer kill germs?

Literacy & Writer's Workshop Activities

Wednesday, 18 March

Time: 45 - 60 minutes

Learning Goal:

Students will be able 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 [Grade R and Grade 1 letterformation.jpg](#)

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:

“Reach for the Sky” Letters Part (letters which have an upper part reaching above an imaginary line)

d, l, h, b, f, k, t

This can be done a number of 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?

* [Useful Additional Website](#) for letter formation and handwriting

Thursday, 19 March

Time: 45 - 60 minutes

Learning Goal: Students will be able to:
Identify what a noun is and give an example of a noun (people, place, thing and animal)

Materials Required:

- A4 Scrap paper and drawing instruments (such as pencils or coloured markers)
- [Noun anchor chart for reference](#)

Instructions for Learning:

During Term 1, Students learned about Nouns.

Student will fold their A4 piece of paper in 4. In each square, Students will draw an example of a noun for each of the categories of nouns (people, places, things and animals.)

OPTIONAL:

Questions and Discussion prompts:

- Students should be able to answer the question “What are nouns?” Nouns are naming words for people, places, things and animals.
- How do you know if something is an example of a noun?

Friday, 20 March

Time: 45 - 60 minutes

Materials Required:

Learning Goal: Students will be able to:
Identify what a verb is and give an example of verbs

- A4 Scrap paper and drawing instruments (such as pencils or coloured markers)
- [Verb anchor chart for reference](#)

Instructions for Learning:

During Term 1, Students learned about Verbs.

Students will fold their A4 piece of paper in 4. In each square, Students will draw an example of a verb. Students can attempt to spell the verb as well as use the verb in a sentence (orally or in writing)

OPTIONAL:

Questions and Discussion prompts:

- Students should be able to answer the question “What is a verb?”
- How do you know when a word is a verb?
- What is the difference between verbs and nouns?

+Mathematics Activities

Wednesday, 18 March

Thursday, 19 March

Friday, 20 March

Time: 45 minutes

Learning Goal:

The student will

Count objects up to about 20

Rote count up to about 100

Count forwards and backwards

Recognise number symbols

Add objects

Materials Required:

- Any counting objects such as beans, counters, toys, flowers in the garden, bricks in the wall, floor tiles, clothes, shoes!
- Pencil and paper
- Coloured crayons
- Activity books (if you have them at home)

Instructions for Learning:

Work and play with your child to experience maths in our everyday world.

Here are some suggestions of maths to explore with your child:

Counting

1. See how far your child can count by rote. This is the ability to “rote” count, usually to a higher number than the counting of concrete objects, and does not indicate an understanding of number concept. You can prompt the child when she gets stuck. It is not expected for your child to know all the numbers up to 100 so early in the year, so ... no pressure!
2. *Can you count backwards from 10? And from 20?*
3. *Can you tell me what these numbers are?* Point to numbers in order first. Then point to numbers not in order e.g. 4, 8, 3, 10.

1	2	3	4	5	6	7	8	9	10
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Counting objects:

1. Use beans, counters, toys, clothes etc, whatever the child is interested in. When they count, they should take the object from the pile and put it to one side, counting as they move the object. This shows understanding of a one-to-one correspondence between each object and the number assigned to it.

Counting fingers:

Children like to count on their fingers. Let them also count their toes! Can they add toes and fingers together?

Notice that a child may misunderstand the use of finger counting. For example, if you label fingers like this:

, children, who think concretely, may decide that one thumb is always the number 1 and the other is always the number 10. They have not seen the accumulative effect of the counting, but remembered the names of the fingers!



How many fingers?

Adding numbers:

Your child needs to use objects for adding numbers at first. The child needs a concrete experience of mathematics before moving on to using pictures and more abstract representations of numbers. Here are some ideas to use:

1. *You have 3 sweets and your mother gives you 7 more. How many have you got altogether?*

Let your child find his own way to answer the question. You will notice too that the child might need to add by counting all the objects; some children have started adding by counting on from 3 or 7. Later, they will start to recognise “number bonds” to 10 without needing to count.

2. *You have 5 apples and your mother gives you 5 more. How many have you got altogether?*

Use similar questions. Children like the repetition of similar questions (even when the adult is bored!)

- Give your child a set of number cards and ask him to put them in the correct order.
- Give your child 4 different sequences of the same numbers and ask which one is correct.

e.g. 11; 8; 10; 12; 9 in different sequences

- Ask your child to count a group of counters. Then ask him if he will get the same number when he starts from a different counter. Let him check by starting from a different counter.
- Let him count 10 objects you have chosen. Then spread them out while he is watching and ask him if there are still 10 objects. Let him check.
- Ask him to count a group of 8 counters. Then give him a group of 8 sticks. Ask him if he thinks there can be the same number of counters as there are sticks (or more? Or less?). Let him check. While he is watching, put 4 counters and 4 sticks together and ask him if there are the same number in that mixed group as there were of counters. Use the words "same number" to do this.
- Ask him to count 14 fingers, using your fingers and his own. Check that he assigns a number to each finger (to show a one-to-one correspondence).
- Hold up your 5th finger (only) and ask if that is 5 fingers. Hold up 7 of your fingers. Let him count them, then ask if that means the 7th finger he counts is 7. See if he can explain that there are 7 fingers in total.
- Put out 5 counters. Ask how many there are. Then ask how many there will be if you put out another counter. Get an answer before you actually put the counter down. How many will there be if you pick up two counters?

Kiswahili Activities

Wednesday, 18 March

Time: 45 Min

Lengo la Somo:

Mwanafunzi waweze:

Kufanya zoezi la kuandika kwa hati nadhifu.

Vifaa vinavyohitajika:

- Karatasi yenye mistari ya kuandikia au daftari la kuandikia.
- Penseli
- Penseli za rangi mbali mbali.
- [Video: Alfabeti za Kiswahili.](#)

Maagizo ya somo hili.

- Katika muhula wa kwanza wanafunzi wa gredi ya kwanza wamejifunza herufi za alfabeti. Mwanafunzi ataendelea kufanya mazoezi ya kuandika herufi hizi akiwa nyumbani.
- Atazame video iliyoambatanishwa na kazi hii.
- Afuate mfano huu anapoandika herufi alizosikia na kuona katika video.
- Mwanafunzi atahitaji msaada kwa sababu video imehusisha herufi za Kiingereza na Kiswahili.

A B CH D E F G H I J K L M N
a b ch d e f g h i j k l m n

Aanze kwa kuandika herufi ndogo kisha herufi kubwa

Maswali Dadisi.(Maswali yanayoweza kutumika wakati wa somo hili)

1. Je, ni herufi gani unazotambua kutoka katika orodha hii?
2. Ni maneno gani unayofahamu ambayo yanaanza kwa herufi hizi?(a, b, ch, d, e, f, na g)

Mwanafunzi achore picha mbili za vitu vinavoanzia kwa herufi alizotaja hapo juu.

Thursday, 19 March

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze:

Kusoma kifungu cha hadithi kwa ufasaha.

Vifaa vinavyohitajika:

- Kifungu cha hadithi kinachohusu tarakimu.
-

Maagizo ya Somo:

- Mojawapo ya mada kuu ambayo wanafunzi wa gredi ya kwanza wamekuwa wakijifunza ni “Tarakimu”.
- Mwanafunzi asome kifungu hiki kwa sauti huku akitamka maneno vizuri.
- Anaweza soma mara mbili kisha apake rangi nambari zilizotajwa katika kifungu.

Mkulima Hodari.

Mkulima hodari ana mifugo na mimea mingi shambani mwake. Shamba lake ni la ekari **kumi**. Amefuga ng'ombe **wawili** ambao humpa maziwa. Mbuzi wake ni **tisa** na wote ni weupe. Mkulima hodari ana mbwa **mmoja** ambaye ni mkali sana. Pia ana trekta **moja** ambayo huitumia kulima shamba lake.

Familia ya Mkulima Hodari ni ya watu **sita**. Baba, mama na watoto **wanne**. Shambani kuna wafanyakazi **kumi na wawili** ambao hufanya kazi kila siku.

Maswali ya kifungu.

1. Mkulima Hodari amefuga ng'ombe wangapi?
2. Shambani kuna _____tisa.
3. Nini hutumika kulima shamba la Mkulima Hodari?_____

Tia rangi katika nambari hizi kisha uandike jina lake.



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Friday, 20 March

Time: Dakika 45

Lengo la somo:

Mwanafunzi aweze kuandika sentensi sahihi zinazorejelea tarakimu.

Vifaa vinavyohitajika:

- Karatasi ya kuandikia.
- [Video :Hadithi za Nguruwe watatu](#) na Kifaranga wa kuku.
- Vifaa mbalimbali nyumbani(vikombe, viti,mipira, maua, kalamu,pasi,kochi,magari na vitu vinginevyo.)

Maagizo ya somo:

- Mwanafunzi atazame na asikilize video iliyoambatanishwa.
- Ataje baadhi ya tarakimu alizosikia katika hadithi .
- Mwanafunzi afanye hivi kwa njia ya sentensi.
- Baadaye mwanafunzi aandike sentensi hizo a nyingine katika karatasi au daftari.
- Afanye hivi kwa kurejelea vifaa halisi vinavyopatikana nyumbani.
- **Mifano**
 1. Nyumbani kuna watu **wanne**.
 2. Nina kalamu **mbili**.
 3. Nilinunuliwa baiskeli **moja**.
 4. Mama anaosha vikombe **vitano**.

Ni vizuri mwanafunzi atumie vifaa halisi pale nyumbani.



Movement Activities

Wednesday, 18 March

Time: 30 mins

Learning Goal: Students will dance and sing-along to the “We’ve Got This” song

Materials Required:

- [Video: “We’ve Got This!”](#)

Instructions for Learning:

Learners watch the Ndlovu choir video. Learners are encouraged to sing and dance along to the song.

Thursday, 19 March

Time: 45 minutes

Learning Goal:
Learners watch the Beat go pop video and dance along

Materials Required:

- Youtube video:
<https://family.gonoodle.com/activities/beat-go-pop>

Instructions for Learning:

Learners watch the Beat go pop video and dance along. Try to move along to the beat and if possible complete this dance a few times before taking a break. If possible, ask an adult to record you doing this dance to share with friends.

Friday, 20 March

Time: 45 mins

Learning Goal: Students will perform the TikTok Coronavirus Dance Challenge

Materials Required:

- [Video: Tik Tok Coronavirus Dance Moves](#)

Instructions for Learning:

Learners watch the TikTok Coronavirus dance challenge video (link supplied). Once you have watched the video a few times, try to dance along and learn the dance. If possible, ask an adult to record you doing this dance to show to friends and classmates. Encourage others to use this method to wash their hands and join you in this dance.



Environmental Studies & CRE Activities

Wednesday, 18 March

Environmental Studies: Animals

Time: 45 minutes

Materials Required:

- Drawing paper
- Drawing & colouring materials (crayons, pencils, markers, etc.)

Learning Goal:

Students will:

- Identify wild and domestic animals
- Draw a picture of a domestic and a wild animal
- Write reasons that animals are helpful to humans

Instructions for Learning:

- Remind your child that in Environmental Studies, we have been learning about animals
- Ask your child to name domestic and wild animals they know
- Have your child draw a picture of one domestic animal and one wild animal
- Have your child write a sentence about each, explaining why it is helpful to us.
 - Ex)
 - *Cows are helpful to us because they give us milk.*
 - *Birds are helpful to us because they sing.*

Thursday, 19 March

CRE: David & Goliath

Time: 45 minutes

Materials Required:

- [David & Goliath Story - YouTube \(optional\)](#)

Learning Goal:

Students will:

- Retell the story of David and Goliath
- Give the lesson we learn from David and Goliath

Instructions for Learning:

- Remind your child that in CRE, they learned the story of David and Goliath. Have the child retell the story of David and Goliath
- If you prefer, watch the video of David and Goliath
- Have your child give the lesson learned from the story:
 - David had **faith**. He trusted in God that God would be with him while he fought Goliath, and he was right. We should always trust in God that He will protect us.
- Have your child think of a time when he or she needed to have **faith**.

Friday, 20 March
Environmental Studies: Animals

Time: 45 minutes

Materials Required:

- Writing paper or exercise book
- Writing utensil (pencil or pen)

Learning Goal:

Students will:

- Compare and contrast wild and domestic animals

Instructions for Learning:

- Ask your child to remind you - what is the difference between wild and domestic animals?
- Have the child choose 1 domestic animal and 1 wild animal
- The child needs to name things that:
 - These two animals have in common
 - Ex) Cows and birds both make noises. Cows and birds can both be found on farms.
 - Things that are different between the two animals
 - Ex) Cows have 4 legs, birds have 2 legs. Cows can only walk/run, but birds can fly.

Exploration Activities

Wednesday, 18 March

Time: 45 mins

Learning Goal: Students will explore how the coronavirus news might be affecting them emotionally

Materials Required:

- [Student Booklet: Child Friendly Explanation of the Coronavirus](#) (p 1-5)
- Blank piece of paper
- Colouring pencils

Instructions for Learning:

1. Read pages 1 and 2 of the booklet
2. Then stop and ask them how do they feel when they hear the word “coronavirus” and invite them to point out their dominant feeling on the page
3. Then invite them to draw an outline of their body on a piece of blank paper (or use the booklet) and use colouring pencils to draw where on their body do they feel that dominant emotion. Encourage students to use metaphorical sentences like “it feels like a tornado in my stomach” to describe the sensation.
4. Invite them to discuss and share what they have drawn. If they are feeling overwhelmed, ask them to close their eyes and connect with their breath and count it moving in and out of their bodies.
5. Reassure them that they are safe and taken care of

Thursday, 19 March

Time: 45 mins

Learning Goal: Students will explore what the coronavirus is and how it spreads

Materials Required:

- [Student Booklet: Child-Friendly Explanation of the Coronavirus](#) (p 6-9)
- [Video: Soap Experiment](#)
- Bowl with Soap
- Plate with Water
- Pepper

Optional:

- [Mini-Lesson on how germs get inside your body](#)
- Digital device to watch video
- [Video: Coronavirus Explained! For Kids](#)

Preparation Notes:

- Watch [Video: Soap Experiment](#) to prepare for your demonstration
- Prepare a bowl with soap
- Prepare a plate with water and crush some pepper into it

Instructions for Learning:

1. Read pages 6 to 9 of the booklet
2. Ask and discuss: what do you think the coronavirus is?
3. Ask and discuss: How do you think germs get inside your body?
4. Show students the materials you have prepared using items from your kitchen. Do a short demonstration with students as shown in the video.
5. Then, watch the [video: Coronavirus Explained! For Kids](#)
6. Discuss the key points from the video with them

Friday, 20 March

Time: 45 mins

Learning Goal: Students will explore how to kill germs and practice washing and sanitizing their hands

Materials Required:

- [Student Booklet: Child Friendly Explanation of the Coronavirus](#) (p 10)

Optional:

- [Mini-Lesson on Hand Sanitizer](#)
- Hand Sanitizer

Preparation Notes:

- Optional: prepare a digital device for students to watch video
- Prepare some hand sanitizer for students to practice
- Soap and warm water to wash hands in the washing basin

Instructions for Learning:

1. Read page 10 of the booklet
2. Ask and discuss: how does hand sanitizer kill germs?
3. Watch the [video: how does hand sanitizer kill germs?](#)
4. Using some soap and warm water, practice washing your hands (think about the Tik Tok Dance Challenge movements!)
5. Challenge students to think of ways they can remember to wash their hands (e.g. secret word, every time I enter a building)
6. Practice using hand sanitizer (see booklet instructions)