



# **NOVA PIONEER**

**SCHOOLS FOR INNOVATORS & LEADERS**

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

**Week of:** March 23 to 27

**Grade:** 1

Recommended Schedule for



**Monday 23 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	Counting with ten frame	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	<b>Kuambatanisha silabi ili kuunda maneno</b>	Video <a href="#">_Irabu za Kiswahili.</a>
11:30 - 12:15	Movement	Flashlight scavenger hunt	<a href="https://handsonaswegrow.com/christmas-flashlight-scavenger-hunt-kids/">https://handsonaswegrow.com/christmas-flashlight-scavenger-hunt-kids/</a>
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	<b>Environmental Studies:</b> Plants	N/A
1:45 - 2:30	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>Parts of Speech: Nouns and Verbs</b> Identify nouns and verb in the sentence	N/A
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Add, subtract to 10 objects,	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	<b>Kusoma: Kusoma sentensi.</b>	N/A
11:30 - 12:15	Movement	Dance with Sherlock Gnomes	<a href="https://www.youtube.com/watch?v=21TJs0OxgeU&amp;app=desktop">https://www.youtube.com/watch?v=21TJs0OxgeU&amp;app=desktop</a>
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	<b>CRE:</b> Creation - Caring for Plants	N/A
1:45 - 2:30	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	Number lines One more, one less	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	<b>Kusikiliza na Kuzungumza:</b> Kusikiliza hadithi.	Swahil Stories <a href="#">Hadithi ya Muuza Kofia na Kima</a>
11:30 - 12:15	Movement		
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	<b>Environmental Studies:</b> Plants	<a href="#">Read Aloud: We Plant a Seed (Youtube) - Optional</a>
1:45 - 2:30	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>Handwriting and Letter Formation:</b> Continue to practice handwriting and letter formation	N/A
9:15 - 9:30	Break		
9:30 - 10:30	 Mathematics	Number bonds	N/A
10:30 - 10:45	Break		
10:45 - 11:30	 Kiswahili	<b>Kuandika</b> : Kuandika maneno kwa hati nadhifu.	N/A
11:30 - 12:15	 Movement	Cube movement game	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	 Environmental Studies & CRE	<b>CRE:</b> Creation - Caring for Animals	N/A
1:45 - 2:30	 Exploration	<a href="#">SEL Moment: What are my Strengths?</a> (Culture Principles)	N/A

Recommended Schedule for

 **Friday 27 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	 Literacy & Writer's Workshop	<b>Story Reading</b> Listen to a story with enjoyment and answer questions about what was read.	N/A
9:15 - 9:30	Break		
9:30 - 10:30	 Mathematics	Stories / problem solving	N/A
10:30 - 10:45	Break		
10:45 - 11:30	 Kiswahili	<b>Kusoma:</b> Kusoma kifungu kifupi na kujibu maswali.	<ul style="list-style-type: none"> <li>• <a href="#">Hadithi Adhabu ya Rahim.</a></li> <li>• <a href="https://www.africanstorybook.org/">https://www.africanstorybook.org/</a></li> </ul>
11:30 - 12:15	 Movement	Students pick one activity from the week that they enjoyed and do it again	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	 Environmental Studies & CRE	<b>Environmental Studies:</b> Plants & Animals	N/A
1:45 - 2:30	 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:

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 in their own words what a capital letter is.  
(a capital letter is the uppercase form of any of the letters of the alphabet)
- Then, ask Student if they can explain what it means if a letter is a lower case letter?  
(a lowercase letter is a letter of the alphabet in small or uncapitalized form)
- Now, ask Student when a capital letter is used?  
(capital letters are used when we write our names, the names of someone or some place 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 is a punctuation mark which 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.



Teacher Resources

- Read each of the sentences with Students individually.
- Students add a capital letter and full stop in the correct place:

1. I like my school nova pioneer
2. george and i are best friends
3. lerato reads a book
4. i like to kick the football
5. we play a game of chess

- Some sentences might need more than one word/letter capitalized.
- Students can draw a picture for each of their corrected sentences.
- IF additional handwriting is needed, Student can copy the sentence on scrap paper.

## Tuesday, 24 March

**Time:** 45 - 60 minutes

**Learning Goal:**

Students will be able to:  
Identify nouns and verb in the sentences

**Materials Required:**

- Noun and verb identification sentences (printed or written out)
- 2 different coloured writing instrument (such as crayon or markers)

**Instructions for Learning:**

During Term 1, Students learned about nouns and verbs as examples of parts of speech.

- Ask Student to explain, using their own words, what a noun is.  
(a noun is a naming word)
- Then, ask Student to explain using their own words, what a verb is.  
(a verb is an action word)
- Read each sentence individually with Student.
- Each sentence contains a noun and a verb:

1. The frog can jump.
2. She reads a book.
3. My dad kicks the ball.
4. Mom drives the car.
5. The dog is eating.

- Identify the noun and circle it in one colour.
- Then , identify the verb and underline it in a different colour.
- *Some sentences may contain more than one example of a noun or verb.*

## 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 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:



## Thursday, 26 March

**Time:** 45 - 60 minutes

**Learning Goal:**

Students will be able to:

Continue to practise 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:



### Friday, 27 March

**Time:** 45 - 60 minutes

**Learning Goal:**

Students will be able to:  
Listen to a story with enjoyment and answer questions about what was read.

**Materials Required:**

- Story [“The Particular Way Of The Odd Ms. McKay” by Daniel Errico](#)

**Instructions for Learning:**

During Term 1, Students listened to many stories read by their teacher.

- Click on the story link.
- Read the story with Student. This can be done a few times.
- Ask and answer questions and talk about the story.
- Here are some Questions and Discussion prompts:
  - Who is the main character in the story? Who is the story about?
  - In what ways does she help people? Can you list some of them?
  - What does Miss McKay look like? How does the author describe her?
  - What do you think of Miss McKay? How would you describe her looks and personality?
  - The author writes that “But her hugs have been known to go on for a day” would you like a hug like that?
  - Where is her house?
  - What does her house look like? Would you like to visit a house like that? Why or why not?

- What does she love to bake?
- What kind of things does she like to do?
- The author says, "You'll remember the day that you met Ms. McKay" what do you remember most or like the most about her after reading this story?
- If you could ask Miss McKay one question, what would you ask?
- Did you enjoy the story? Give a reason for your answer.

## +Mathematics Activities

Monday, 23 March

**Time:**

**Learning Goal:**

The student will

Count using the ten frame

Read numbers

Match numbers to the number of dots

**Materials Required:**

- Student white boards or exercise books
- Pen, pencil, markers
- Make cards for the Spot Game or use the templates from <https://images.app.goo.gl/5Q6ZeGrveUb21PEq6>


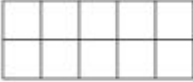

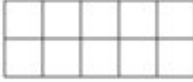

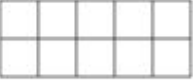

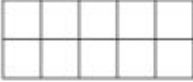

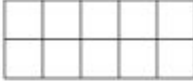

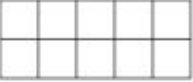

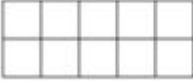

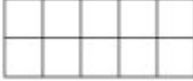

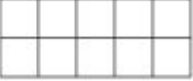
**Instructions for Learning:**

- Refer to the pack of materials from Week 1. The counting and adding activities listed there can become a daily routine for your child.
- Ask your child to write the numbers from 0 to 10 on her whiteboard (or exercise book)
- Ask her to represent each number on the ten frame using the counters.
- Ask her to write the numbers from 10 to 0 on the whiteboard
- Next to each number ask her to draw objects to represent the quantity of each number.

Here is another idea:

Name \_\_\_\_\_

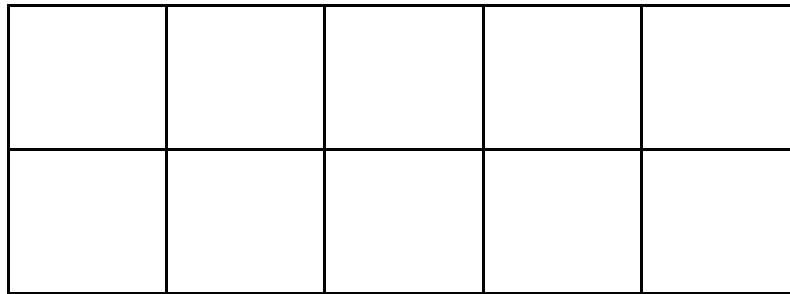
Apple Ten Frames

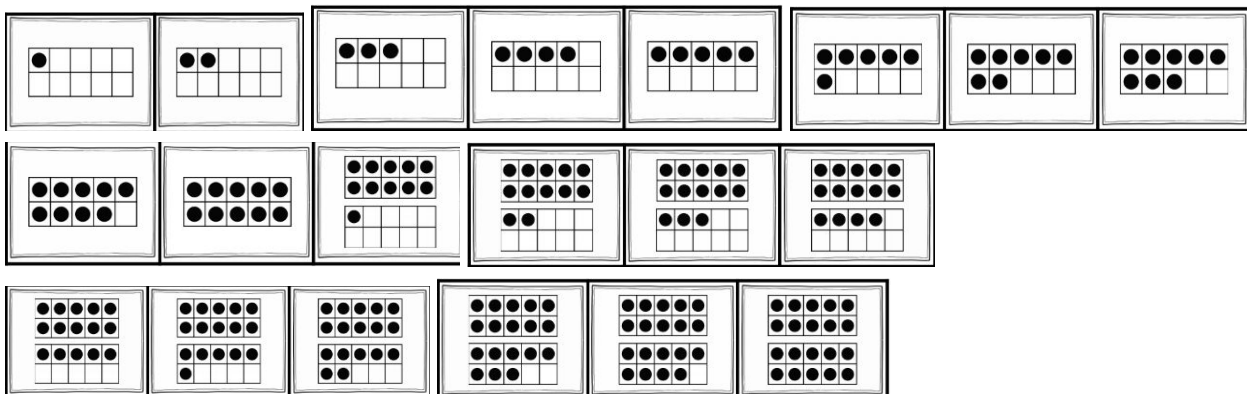
Copyright 2013© Mary Amoson of [Sharing Kindergarten](#)  
Limited to Individual Classroom Use Only

- Make cards for the ten frame **Spot Game**. Each card is one or two ten frames with dots in 1 up to 20 of the blocks provided.

**Ten frame template:**



These samples below are too small to use! They are just to demonstrate how the dots are placed in the ten frame. <https://images.app.goo.gl/5Q6ZeGrveUb21PEq6>  
 The convention for counting with a ten frame is to start in the top left corner, move to the right and then from left to right in the next row.



2 - 4 players

- Start with all the cards face down in a pile in the middle of the table
- Each player turns over a card
- The student with the higher number takes both cards
- If they both have the same number card (a tie), then they both choose another card. The player who picks the higher number then takes all four cards.
- The player with the most cards at the end (when all cards are finished) WINS!

**Tuesday, 24 March**

**Time:**

**Learning Goal:**

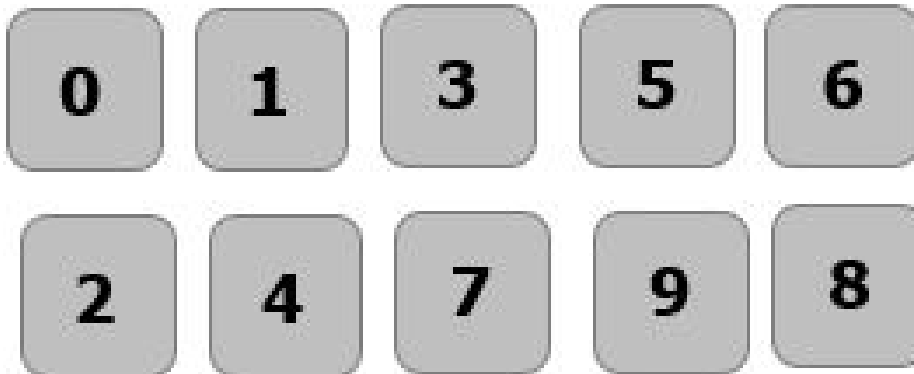
The student will add and subtract up to 10.

**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  $10 - 5 = 5$ .



## Wednesday, 25 March

**Time:** 45 minutes

### Materials Required:

### Learning Goal:

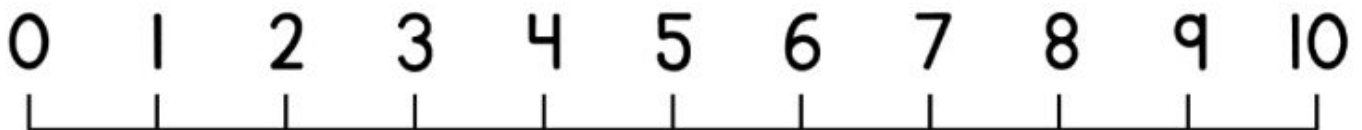
The student will count and add using a number line up to 10

(Note: students are not yet writing equations using + and =.

- Counters
- Number line up to 10
- Empty number line
- Exercise book
- Pencil and ruler

### Instructions for Learning:

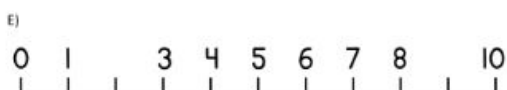
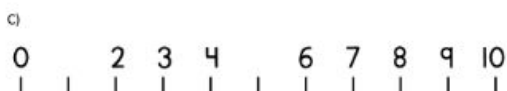
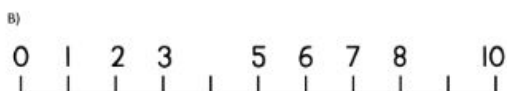
Use the number line template below, or make your own number line.



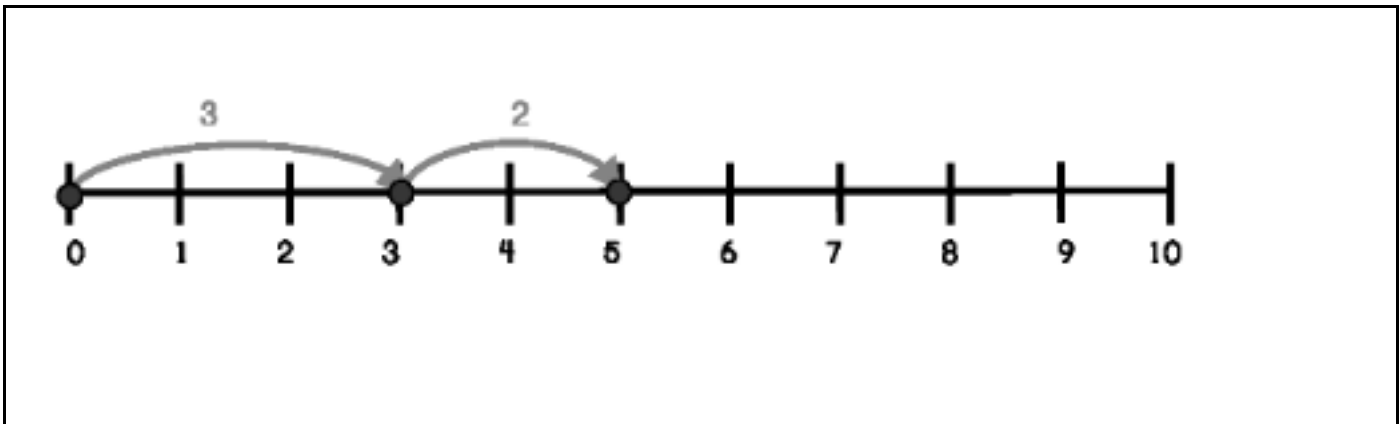
Use an “empty number line” for these activities:



- Ask your child to complete the numbers on the number line. You can fill in some numbers for her if she needs that.
- Ask your child where a number needs to be on the line. Can they place a 3 correctly on the line without writing the other numbers first?



- Use the number line and jumps to add numbers. Your child can count the jumps and draw them e.g. 3 and 2 makes 5
- Ask other adding questions e.g. what is 2 more than 4? What is 5 and 2 together? What is one more than 8?

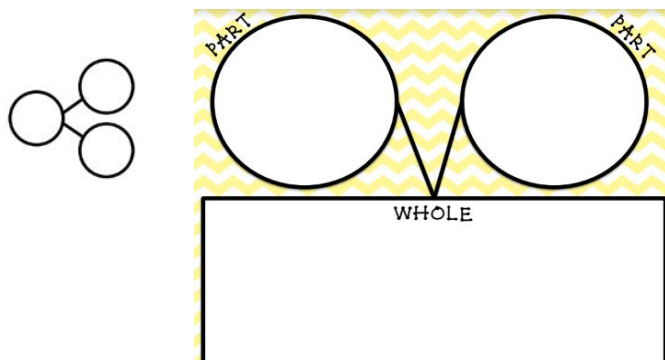


Thursday, 26 March	
<b>Time:</b> 45 minutes	<b>Materials Required:</b> <ul style="list-style-type: none"> <li>● Number bond template (part-part-whole)</li> <li>● Die</li> <li>● Counters, beans or blocks</li> </ul>
<b>Learning Goal:</b> Number bonds	

**Instructions for Learning:**

- Refer to the pack of materials from Week 1. The counting and adding activities listed there can become a daily routine for your child.
- Your child has been using “part-part-whole” models at school to represent number bonds up to 10.
- Make a part-part whole model on paper or card (see below)
- Ask your child if she can explain the model to you, or show you how to use it.

The model uses two circles and a bigger rectangle, or two circles and a bigger circle.



For example, if you put 5 in the first circle, can she put in two numbers that make 5 in the other circles?

Now can she use two other numbers?

Now do the same using counters or beans to show the problem before writing the numbers into the “model”.

Play **Part-part-whole-roll** with your child!

2 players

- Your child rolls the die, counts the number of counters to match the die and puts them into one of the small circles
- You (or the child can do it again) have a turn to roll the die, count the number of counters to match the die and put them into the other small circle of the number bond.
- Now she can push all the counters from the two circles into the bigger circle..
- Ask her to count the counters in the bigger circle.
- Remind her that the first two number rolled are called the PARTS and the two amounts together is the WHOLE.

### Friday, 27 March

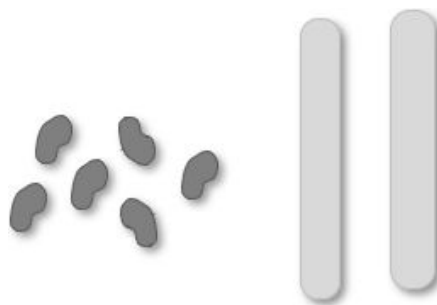
#### Time:

#### Learning Goal:

The student will make a model to represent 10 objects. answer questions about adding beans to 10 Make their own story problems and solve them using their model.

#### Materials Required:

- Beans or pasta pieces
- Ice cream sticks, pieces of thin cardboard or wood
- Glue



#### Instructions for Learning:

To make the model, put a line of glue on an ice cream stick or an alternative and stick ten beans or pasta pieces onto the stick.



Make up your own adding problem, using things that are familiar to your child e.g. I go to the market and I buy 2 tomatoes and 1 onion. How many vegetables did I buy? Show me with the beans/counters.

I give you and your sister each 4 sweets. How many sweets do you have together?

Ask your child to make up some questions for you to answer!

## Kiswahili Activities (KE)

Monday, 23 March

**Muda:** Dakika 45

**Lengo la Somo:**

Mwanafunzi aweze kuunganisha silabi mbalimbali ili kuunda maneno ya Kiswahili.

**Vifaa vinavyohitajika:**

- Kadi za maneno (herufi zilizokatwa kutoka kwenye karatasi zinaweza tumika)
- Penseli
- Karatasi /Daftari
- Picha mbalimbali.
- Vifaa halisi vya nyumbani.
- [Video Irabu za Kiswahili.](#)

**Maagizo ya Somo:**

- Mwanafunzi tayari amejifunza alfabeti za Kiswahili (vokali na konsonanti) ambazo hutumika kuunda silabi nazo silabi kuunda maneno.
- Katika kipindi hiki mwanafunzi atajikumbusha jinsi ya kuunda maneno kwa kuunganisha silabi mbalimbali, atafanya hivi kwa usaidizi wa picha zilizoambatanishwa na kazi hii.
- Mwanafunzi aanze kwa kutazama na kusoma jedwali hili la silabi.

## Silabi za Kiswahili(a-p)

a	e	i	o	u
ba	be	bi	bo	bu
cha	che	chi	cho	chu
da	de	di	do	du
fa	fe	fi	fo	fu
ga	ge	gi	go	gu
ha	he	hi	ho	hu
ja	je	ji	jo	ju
ka	ke	ki	ko	ku
la	le	li	lo	lu

ma	me	mi	mo	mu
na	ne	ni	no	nu
pa	pe	pi	po	pu

- Mwanafunzi asikilize video hii iwapo atatatizika katika matamshi. [Video Irabu za Kiswahili](#)
- Matamshi ya sauti za Kiswahili ni tofauti na yale ya lugha ya Kiingereza.

Zoezi la kuunda maneno. Andika maneno ya vitu au vitendo hivi. Fuata mfano.



Pa+ka= Paka.



la + la=lala



VectorStock

VectorStock.com/20408769

o +ga=oga



pa+pa=papa



shutterstock.com • 1131085073

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

- Endelea na zoezi hili ukitumia daftari lako au karatasi ya kuandikia.. Tafuta mifano mingine mitano ya maneno na picha zake. Mwanafunzi anaweza kukata picha kutoka katika magazeti kwa ruhusa ya mzazi au mlezi.

- Lazima mwanafunzi afuate mfano huo kuonyesha jinsi alivyounda neno hilo yaani silabi moja na nyingine kisha aambatanishe na picha ya kitendo au kitu hicho.

## Tuesday, 24 March

**Muda:** Dakika 45

**Lengo la Somo:**

Kusoma kwa ufasaha maneno na sentensi fupifupi.

**Vifaa vinavyohitajika:**

- Sentensi
- Penseli
- Penseli za rangi.
- Karatasi/Daftari.
- 

**Maagizo ya Somo:**

- Katika kipindi kilichopita, mwanafunzi alijikumusha jinsi ya kuunda maneno kwa kuunganisha silabi. Katika kipindi cha leo mwanafunzi atazisoma maneno na sentensi kwa ufasaha. Vilevile anaweza kutunga sentensi zake mwenyewe bila kuandika iwapo atafanya vyema katika hatua ya kwanza.

Soma maneno haya.

**1. Baba      2. Kaka      3. Paka      4. Taka      5. Bata**

**1. Beba      2. Keki      3. Pete      4. Tena      5. Bega**

**1. Bibi      2. Kiti      3. Pipa      4. Tisa      5. Bila**

**1. Bora      2. Koti      3. Pole      4. Toa      5. Baki**

**1. Bure      2. Kula      3. Pua      4. Tua      5. Buli**

**Soma sentensi hizi.**



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1. Paka wa jirani amelala.



2. Bibi anapumzika kitini.



3. Kaka amebeba mzigo mzito.



4. Kuku ametaga yai kubwa.

9

5. Tisa ni kubwa kuliko sita.

**Maelezo zaidi.**

- Mwanafunzi anaweza kusoma maneno na sentensi hizi mara zaidi ya moja.
- Iwapo atasoma kwa ufasaha sehemu hii, anaruhusiwa kuandika sentensi zake mwenyewe kwenye karatasi au daftari.

## Wednesday, 25 March

**Muda:** Dakika 45

**Lengo la Somo:**

Mwanafunzi aweze kusikiliza hadithi ikisimuliwa na kisha kujibu maswali kutoka katika hadithi hiyo.

**Vifaa vinavyohitajika:**

- **Video** [\\_Hadithi ya Muuza Kofia na Kima](#)
- Karatasi/Daftari.
- Penseli.

**Maagizo ya Somo:**

- Katika kipindi hiki mwanafunzi atasikiliza na kutazama hadithi ya [Muuza Kofia na Kima](#)
- Atajibu maswali ambayo yametolewa katika hadithi hiyo.

Tazama picha hizi. Je unawafahamu wanyama hawa?



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Wanyama hawa wanaitwa **kima**. Ni aina ya nyani mdogo. Mara nyingi hupenda kuwasumbua watu sana.

Kabla ya kusikiliza hadithi. Anaweza kujiuliza maswali haya.

1. Muuza kofia alikuwa akiishi wapi?
2. Kima walimfanyia nini muuza kofia?
3. Nani alikuwa akinunua kofia?
4. Je, kima walinunua kofia?

**Maswali**

1. Muuza kofia alifanya kazi ya \_\_\_\_\_ (kuwashika kima, kuuza kofia)
2. Ni nani walionunua kofia za Muuza kofia? \_\_\_\_\_ (kima, Watu wa kijiji)
3. Kima walikuwa \_\_\_\_\_ (wasumbufu, wenye heshima)
4. Je, jina la muuza kofia lilikuwa lipi? \_\_\_\_\_
5. Iwapo ulikuwa muuza kofia, ungewafanyia nini wale kima?

## Thursday, 26 March

**Muda:**

**Lengo la Somo:**

**Vifaa vinavyohitajika:**

- Karatasi/Daftari.
- Penseli.

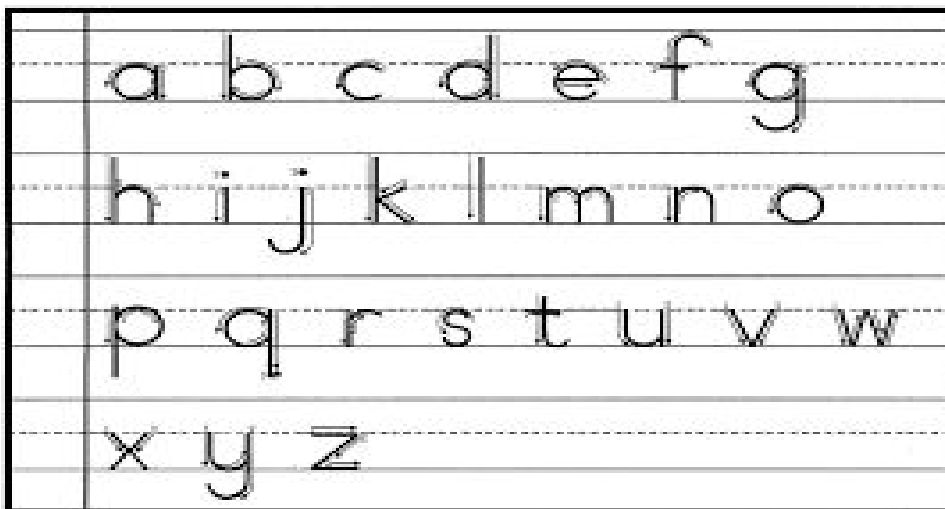
Mwanafunzi aweze kuandika maneno na sentensi kwa hati nadhifu.

- [Karatasi maalum ya kufanyia zoezi la hati https://www.c-lineproducts.com/templates/HandwritingLines.pdf](https://www.c-lineproducts.com/templates/HandwritingLines.pdf)

### Maagizo ya Somo:

- Katika somo hili mwanafunzi ataendelea kuboresha hati yake .
- Afanye zoezi hili mara kadhaa.
- Iwapo kuna changamoto kuipata karatasi hii kutoka mtandaoni, mwanafunzi anaweza kutumia karatasi ya kawaida iliyopigwa mistari mingine katikati ya ile ya kawaida.

### Hati bora.



### Mifano ya sentensi.

1. Kaka na dada ni ndugu.
2. Bata wa baba ana mayai.
3. Kuku hapendi wageni.
4. Kata keki mara mbili.
5. Tenda wema kila siku.
6. Nawa mikono uzuie magonjwa.

## Friday, 27 March

**Muda:** Dakika 45

### Lengo la Somo:

Mwanafunzi aweze kusoma kifungu kifupi na kujaribu kuyajibu maswali yanayofuata.

### Vifaa vinavyohitajika:

- Kifungu kifupi.
- Penseli
- Daftari.
- [Hadithi Adhabu ya Rahim.](#)

### Maagizo ya Somo:

- Katika kipindi cha leo mwanafunzi atakisoma kifungu cha hadithi na kujibu maswali yanayofuata.
- Kifungu kutoka katika mtandao kina picha, hata hivyo isipowezekana kifungu hicho kinapatikana hapa chini lakini bila picha.

### **Adhabu ya Rahim.**

*Siku moja mamangu alinunua matunda aina tofauti. Tulijiuliza, "Mama atatugawia matunda wakati gani?"*

*Baadaye, kakangu, Rahim, alijificha na kuyala matunda yote! Tulisema kwa hasira, "Rahim ni mtukutu tena ni mchoyo. Lazima aadhibiwe."*

*Mama aligundua kuwa matunda yote yalikuwa yameliwa. Alikasirika sana. Tulimtazama Rahim kwa ukali.*

*Nilimwuliza mama, "Je, utamwadhibu Rahim?" Baadaye, Rahim alipata adhabu asiyoitarajia.*

*Hakuweza kutulia!*

*Mama alipomwuliza alijibu kwa sauti ya chini, "Naumwa na tumbo." Hiyo ilikuwa adhabu mbaya kuliko kama Rahim angechapwa na mama.*

*Alipopata nafuu, Rahim alituomba msamaha. Aliahidi kuwa hataiba tena.*

*Alipopata nafuu, Rahim alituomba msamaha. Aliahidi kuwa hataiba tena.*

### **Maswali.**

1. Mama alinunua nini?
2. Unafikiri mama yake Rahim alinunua matunda yapi \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_na\_\_\_\_\_
3. Je, Rahim alifanya nini mama alipokawia kuwapa matunda? \_\_\_\_\_(aliomba apewe, aliyaiba)
4. Rahim aliumwa tumbo kwa nini? \_\_\_\_\_(mama alimchapa, kwa kula matunda mengi)
5. Hadithi hii inatufundisha nini? \_\_\_\_\_

### **Kazi ya hiari.**

Iwapo ulipata nakala kutoka mtandaoini tumia penseli za rangi kutia rangi picha katika hadithi hiyo.



## Movement Activities

### Monday, 23 March

**Time:** 15 min

**Learning Goal:**

Students will use a flashlight to search for object in and around the house

**Materials Required:**

- **Video**  
<https://handsonaswegrow.com/christmas-flashlight-scavenger-hunt-kids/>
- **Flash light**

**Instructions for Learning:**

- Students will use a flashlight to search for specific objects in and around the house.
- Please provide students with a list of objects that they need to find and they need to tick it off their list when they find it.
- Please hide these objects in dark areas so that the student can use a flashlight.

### Tuesday, 24 March

**Time:** 15 min

**Learning Goal:**

Students will dance with the movie characters Sherlock Gnomes

**Materials Required:**

- **Video**  
<https://www.youtube.com/watch?v=2ITJs0QxgeU&app=desktop>

**Instructions for Learning:**

- Students will recall the characters from the movie Sherlock Gnomes
- Students will copy the dance moves while they watch the video.
- 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:** 15 - 20 min

**Learning Goal:**

Students will use a hula hoop to do movement activities

**Materials Required:**

- **Whirl hoop copy**
- **Hula hoop**

**Instructions for Learning:**

- Students will get a hula hoop or any round object

- Students will look at the picture and then copy it.
- Students practice this activity according to the times in the purple circle at each activity.
- Students need to do all 6 activities.
- Students will then pick 1 activity that they enjoyed the most and do it again.



Thursday, 26 March

**Time:** 15 min

**Learning Goal:**

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

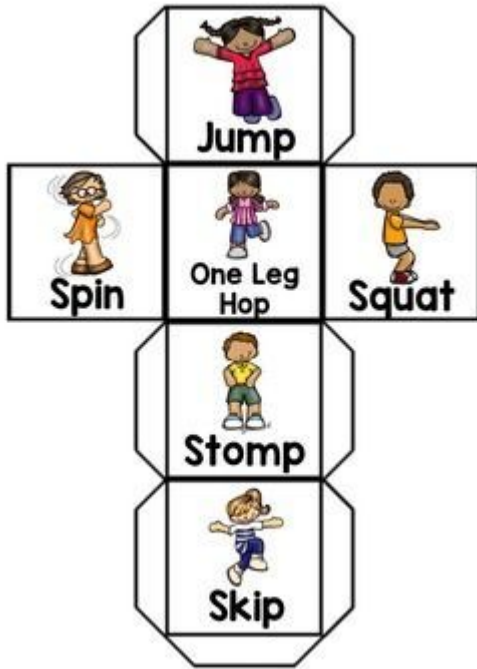
**Materials Required:**

- 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 1 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 30 seconds.

- 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.

## Environmental Studies & CRE Activities

**Monday, 23 March**

*Environmental Studies: Plants*

**Time:** 45 minutes

**Learning Goal:**

- Observe plants in their environment
- Draw plants in their environment

**Materials Required:**

- Drawing papers
- Drawing materials (pencils, crayons, markers, etc.)

**Instructions for Learning:**

- Remind your child that in Environmental Studies this term, we learned about plants.
- Have your child name some things he or she remembers about plants.
- Have your child find a plant in the house or outside (if possible) that he or she can observe.
- Have the child draw a picture of the plant they see. Encourage them to include detail in their drawings.
- Once finished, have your child describe their drawing to you, using the words they know about plants.

**Tuesday, 24 March**

*CRE: Creation - Caring for Plants*

**Time:** 45 minutes

**Learning Goal:**

- Give ways they can care for plants
- Care for plants around the home / estate

**Materials Required:**

- Watering can or small bucket
- Latex or polythene gloves (if cleaning up litter)

**Instructions for Learning:**

- Ask your child: **Why is it important that we care for plants? What are some ways we care for plants?**
- Have the child brainstorm ways they can care for plants around the home / around the estate
- Go on a plant care walk around the home or estate and care for plants by watering them, picking up litter (with gloves), etc.
- If there are any staff on the estate/for the apartment building who are responsible for caring for plants, have your child ask them some questions about how they care for the plants

**Wednesday, 25 March**  
*Environmental Studies: Plants*

**Time:** 45 minutes

**Learning Goal:**

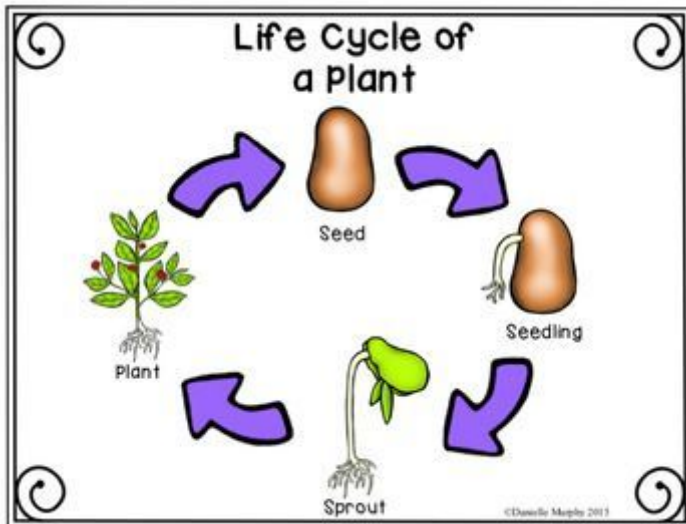
- Explain what happens after we plant a seed

**Materials Required:**

- Drawing papers
- Drawing materials (pencils, crayons, markers, etc.)
- [Read Aloud: We Plant a Seed \(Youtube\) - Optional](#)

**Instructions for Learning:**

- Ask your child to explain how to grow a plant. **What are the steps? What does it look like at each stage?**
- Have your child draw a picture of what they think all of the steps are in growing the plant. **What does it look like first? Next? Last?**
- Review the chart showing each stage. Have your child practise using the words seed, seedling, sprout, and plant.
- (Optional) Show the video read aloud of the book, “We Plant a Seed” (linked above)



**Thursday, 26 March**  
*CRE: Creation - Caring for Animals*

**Time:** 45 minutes

**Learning Goal:**

- Give ways they can care for animals
- Care for animals around the home / estate

**Materials Required:**

- Drawing papers
- Drawing materials (pencils, crayons, markers, etc.)

**Instructions for Learning:**

- Ask your child: **Why is it important that we care for animals? What are some ways we care for animals?**
- Have the child brainstorm ways they can care for plants around the home / around the estate. If there are no animals to care for at the home, have your

child think of ways they can care for animals when they visit relatives or friends who own animals.

- Have your child identify one way they are going to help care for animals, draw a picture of it, and then write a sentence underneath.
  - *Ex) I will care for animals by\_\_\_\_\_.*
- If you do have animals in the home, have your child start doing this (helping feed them, ensuring they have water, helping the animal play/exercise, etc.)

### Friday, 27 March

#### *Environmental Studies: Plants & Animals*

**Time:** 45 minutes

**Materials Required:**

**Learning Goal:**

- Compare plants and animals

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

**Instructions for Learning:**

- Tell your child that we have spent time learning about plants and animals.
- Ask your child to brainstorm on the following questions:
  - **What do plants and animals have in common?**
  - **What makes plants and animals different?**
- Have your child draw a picture of their favourite plant and their favourite animal. Underneath the picture, they should write a sentence about why it is their favourite.
  - *Ex) I like \_\_\_\_\_ because\_\_\_\_\_.*