



# **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	Second Languages / Other Subjects	Second Languages (SA) <b>IsiZulu - My body</b>	<a href="https://www.youtube.com/watch?v=I2clPVG1ogQ">https://www.youtube.com/watch?v=I2clPVG1ogQ</a>
11:30 - 11:45	Break		
11:45 - 12:30	Movement	Flashlight scavenger hunt	<a href="https://handsonaswegrow.com/christmas-flashlight-scavenger-hunt-kids/">https://handsonaswegrow.com/christmas-flashlight-scavenger-hunt-kids/</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>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	Second Languages / Other Subjects	Second Language (SA) <b>IsiZulu</b> - My body	N/A
11:30 - 11:45	Break		
11:45 - 12:30	Movement	Dance with Sherlock Gnomes	<a href="https://www.youtube.com/watch?v=2ITJs0QxgeU&amp;app=desktop">https://www.youtube.com/watch?v=2ITJs0QxgeU&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	Number lines One more, one less	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Second Languages / Other Subjects	Second Languages (SA) <b>IsiZulu</b> - Greetings	<a href="https://www.youtube.com/watch?v=A6o5Mrrd4Ww">https://www.youtube.com/watch?v=A6o5Mrrd4Ww</a>
11:30 - 11:45	Break		
11:45 - 12:30	Movement	Hoop twisting	N/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>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	Second Languages / Other Subjects	Second Languages (SA) <b>Days of the week - Setswana</b>	N/A
11:30 - 11:45	Break		
11:45 - 12:30	Movement	Cube movement game	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

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	Second Languages / Other Subjects	Second Languages (SA) <b>Listen to story</b> - Afrikaans	<a href="https://www.youtube.com/watch?v=3t2y-L6ve2g">https://www.youtube.com/watch?v=3t2y-L6ve2g</a>
11:30 - 11:45	Break		
11:45 - 12:30	Movement	Students pick one activity from the week that they enjoyed 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:

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.



- 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

<p><b>Time:</b> 45 - 60 minutes</p>	<p><b>Materials Required:</b></p> <ul style="list-style-type: none"> <li>• Any writing materials and instruments</li> </ul> <p><u>For example:</u> 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</p> <ul style="list-style-type: none"> <li>• Handwriting and letter formation guidelines</li> </ul>
<p><b>Learning Goal:</b> <u>Students will be able to:</u> Continue to practise handwriting and letter formation</p>	<p><b>Instructions for Learning:</b> During Term 1, Students have practiced how to correctly form the letters of the alphabet.</p> <ul style="list-style-type: none"> <li>• Students can now practice forming and writing the following letters:</li> <li>• <i>“Live on the grass” Letters (Part 2) These are letters simply 'sitting' on the line, without reaching below and not exceeding a certain height)</i></li> </ul> <p><i>e, i, n, o</i></p> <ul style="list-style-type: none"> <li>• This can be done numerous times.</li> <li>• Students can add a drawing of anything they know which starts with the various letters practices today next to or underneath the practices letter.</li> </ul> <p>OPTIONAL: <u>Questions and Discussion prompts:</u></p> <ul style="list-style-type: none"> <li>• What is the name of this letter?</li> <li>• Do you know the sound of these letters?</li> <li>• Do you know where the starting point is when writing this letter?</li> <li>• What words do you know that start with this letter?</li> </ul> <p><u>Handwriting and letter formation guidelines:</u></p>



### 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>


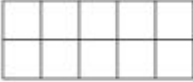

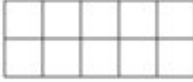

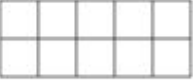

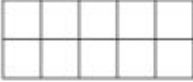

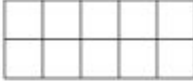

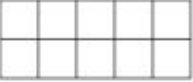

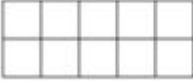

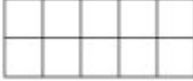

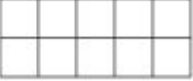
**Instructions for Learning:**

- 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 \_\_\_\_\_

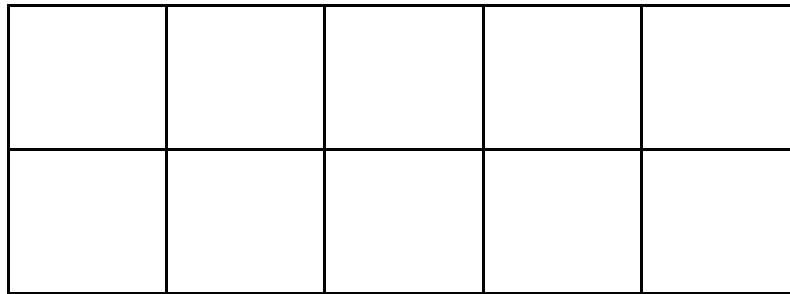
Apple Ten Frames

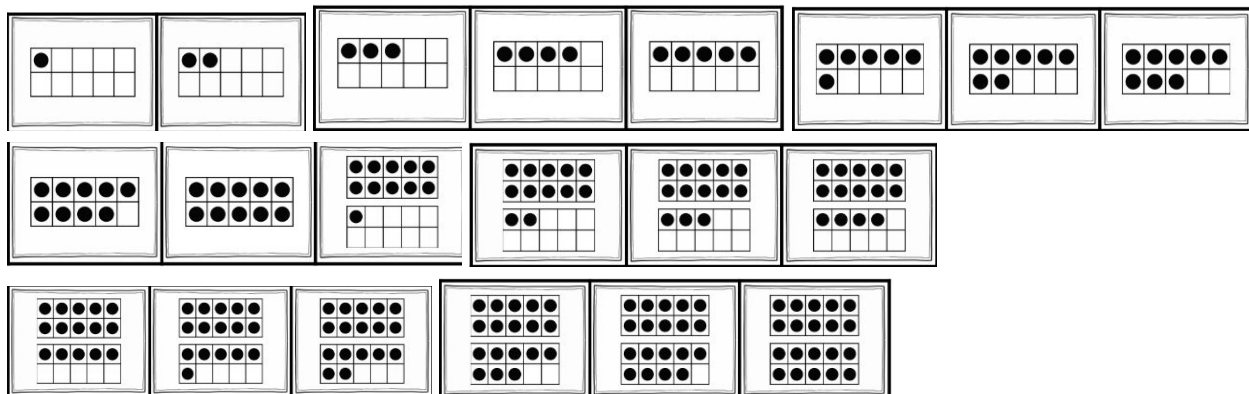
Copyright 2013© Mary Amoson of [Sharing Kindergarten](#)  
Limited to Individual Classroom Use Only

- 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:**

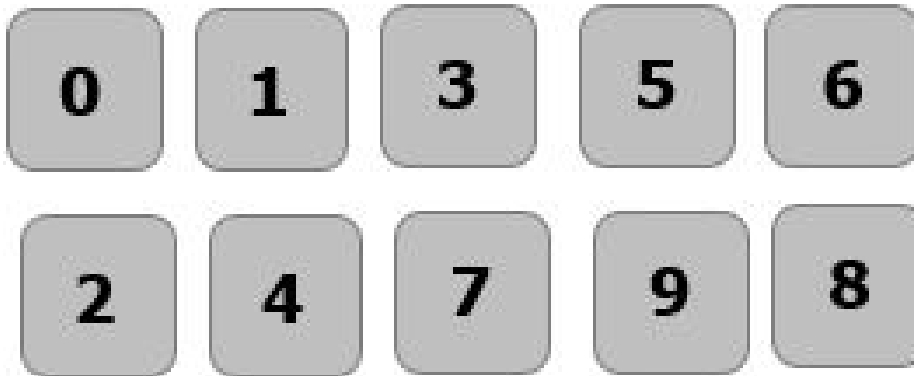
The student will add and subtract up to 10.

**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:**

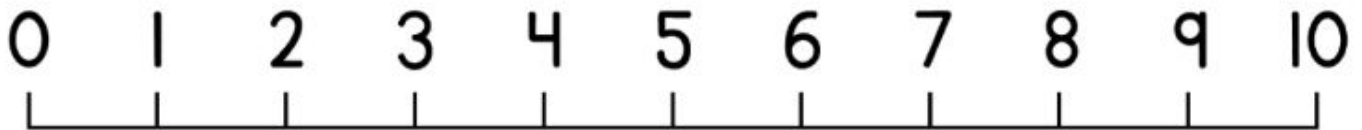
The student will count and add using a number line up to 10

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

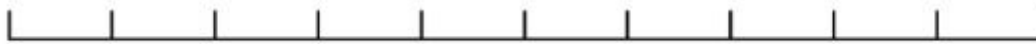
- Counters
- Number line up to 10
- Empty number line
- Exercise book
- Pencil and ruler

**Instructions for Learning:**

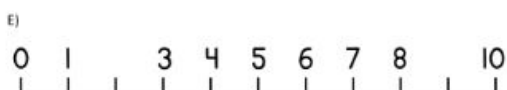
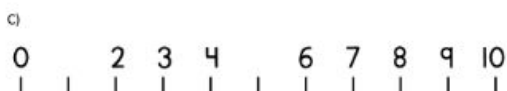
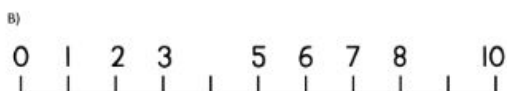
Use the number line template below, or make your own number line.



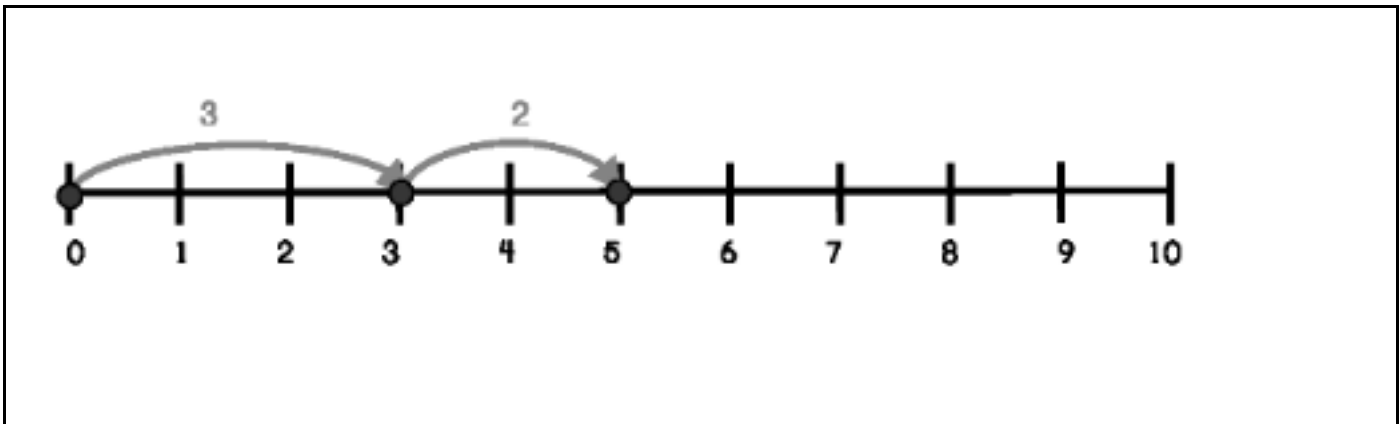
Use an “empty number line” for these activities:



- 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**

**Time:** 45 minutes

**Learning Goal:**

Number bonds

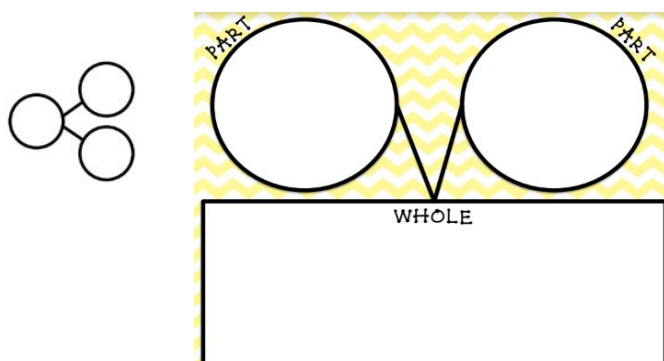
**Materials Required:**

- Number bond template (part-part-whole)
- Die
- Counters, beans or blocks

**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

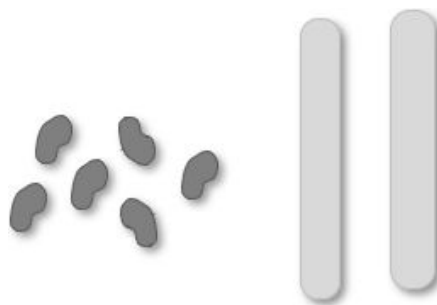
#### Time:

#### 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!

## Second Languages Activities (SA)

Monday, 23 March

**Time:** 25 min

**Learning Goal:**

Students will listen to a song about my body and repeat the words

Students will look at the picture of my body and cut out the words and match it to the specific body part

**Materials Required:**

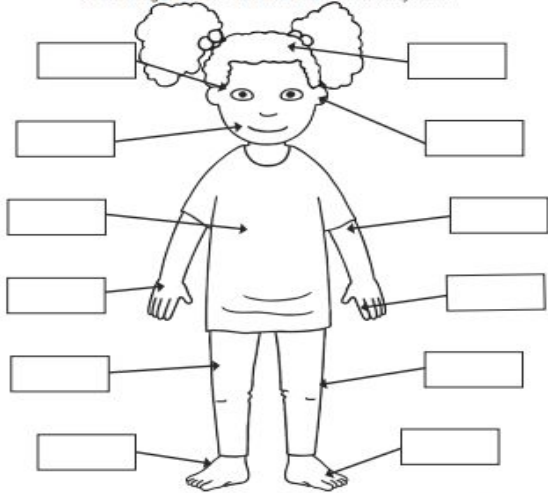
- **Video:**  
<https://www.youtube.com/watch?v=I2clPVG1ogQ>
- **Worksheet**
- **Colour pencils**
- **Scissor**
- **Glue**

**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.
- Students will use the vocabulary and match it to the specific body part. (Students need to cut out the words at the bottom of the worksheet and match it)
- Students can colour the picture when they are done

## Umzimba wami

Sika amagama bese unamathela endaweni efanele.



visit [twinkl.co.za](http://twinkl.co.za)



Isisu

Umlenze

Ikhanda

Umlomo

Ingalo

Idolo

Indlebe

Isandla

Unyawo

Umunwe

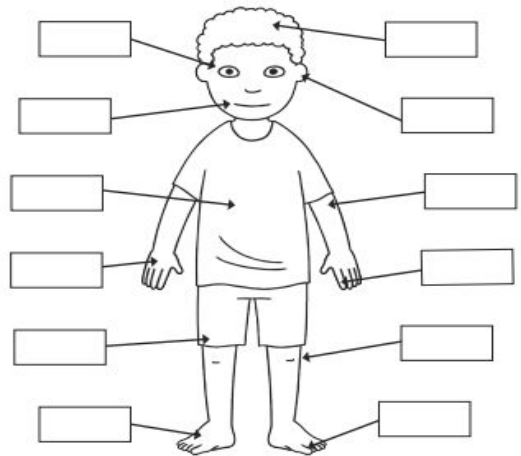
Uzwani

Ihlo

(Worksheet for girls)

## Umzimba wami

Sika amagama bese unamathela endaweni efanele.



visit [twinkl.co.za](http://twinkl.co.za)



Isisu

Umlenze

Ikhanda

Umlomo

Ingalo

Idolo

Indlebe

Isandla

Unyawo

Umunwe

Uzwani

Ihlo

(Worksheet for boys)

**Tuesday, 24 March**

**Time:** 15 min

### **Learning Goal:**

Students will be able to identify the correct word to match the picture

### **Materials Required:**

- Worksheet
- Colour pencils / grey pencil






### **Instructions for Learning:**

Students will use vocabulary from the previous exercise - my body in IsiZulu.

Students will look at the picture and pick the correct word that matches it. Students will write the correct word.

Umzimba wami-My body

Nikeza ilunqa lomzimba- identify and write the correct word.

	Isisu Idolo amehlo	_____
	Amehlo Umlomo izindlebe	_____
	Ikhanda Idolo isandla	_____
	Ikhola Amehlo umlomo	_____
	Umlomo Isisu ikhola	_____

**Wednesday, 25 March**

**Time:** 20 min

**Learning Goal:**

Students will be able to greet in IsiZulu

**Materials Required:**

- **Video .**  
<https://www.youtube.com/watch?v=A6o5Mrrd4Ww>
- **Colour pencils / pens**
- **A4 paper**

**Instructions for Learning:**

Students will listen to a video of how to greet in IsiZulu and how to reply when you greet.

Students will listen to the video twice - first time they will only listen and the second time students will repeat after the lady.

Students will draw a picture where they will greet someone and this person will need to reply. Students can use these words:

- sawubona - hello
- unjani - how are you?
- ngiyaphila - I am fine
- ngiyabonga- thank you
- Uhambe kahle - go well

- Usale kahle- stay well

### Thursday, 26 March

**Time:** 20 min

**Materials Required:**

- **Worksheet**
- **Colour pencils**

**Learning Goal:**

Students will pronounce the days of the weeks in Setswana and trace the words

**Instructions for Learning:**

Students will read the days of the week in English and then repeat the word in Setswana.

Students will then use a colour pencil and trace the days of the week in Setswana.

When students are done tracing the words, ask them to say the days of the week up in Setswana for you. Let them clap while they say the words.

#### Grade 1 Week 1

##### Potso 1

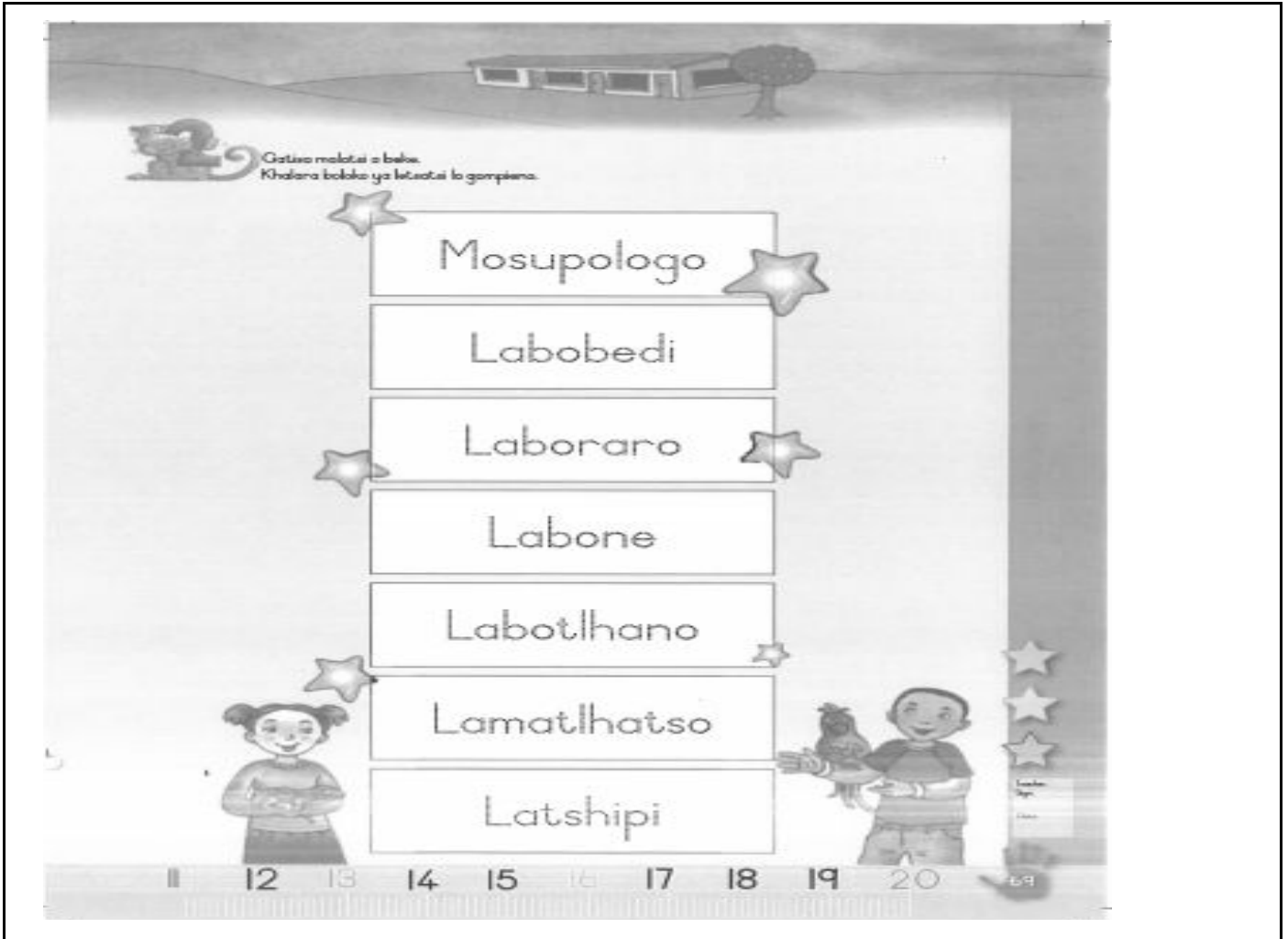
Lebaganya mafoko a a latelang/match the following words

English	Setswana
Monday	Latshipl
Tuesday	Labone
Thursday	Labobedi
Saturday	Mosupologo
Sunday	Lamatthatso

##### Potso 2

Lebaganya mafoko a a latelang/match the following words

English	Setswana
Two	Robedi
Three	Supa
Five	Pedi
Seven	Lesome
Eight	Tharo
Ten	Tlhano



**Friday, 27 March**

**Time:** 20 min

**Learning Goal:**

Students will listen to a story in Afrikaans and draw a picture about it

**Materials Required:**

- **Video:**  
<https://www.youtube.com/watch?v=3t2y-L6ve2g>
- **A4 paper**
- **Colouring pencils / crayons**

**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 "Hansie en Grietjie" to demonstrate what they understood about this story.

## 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:**

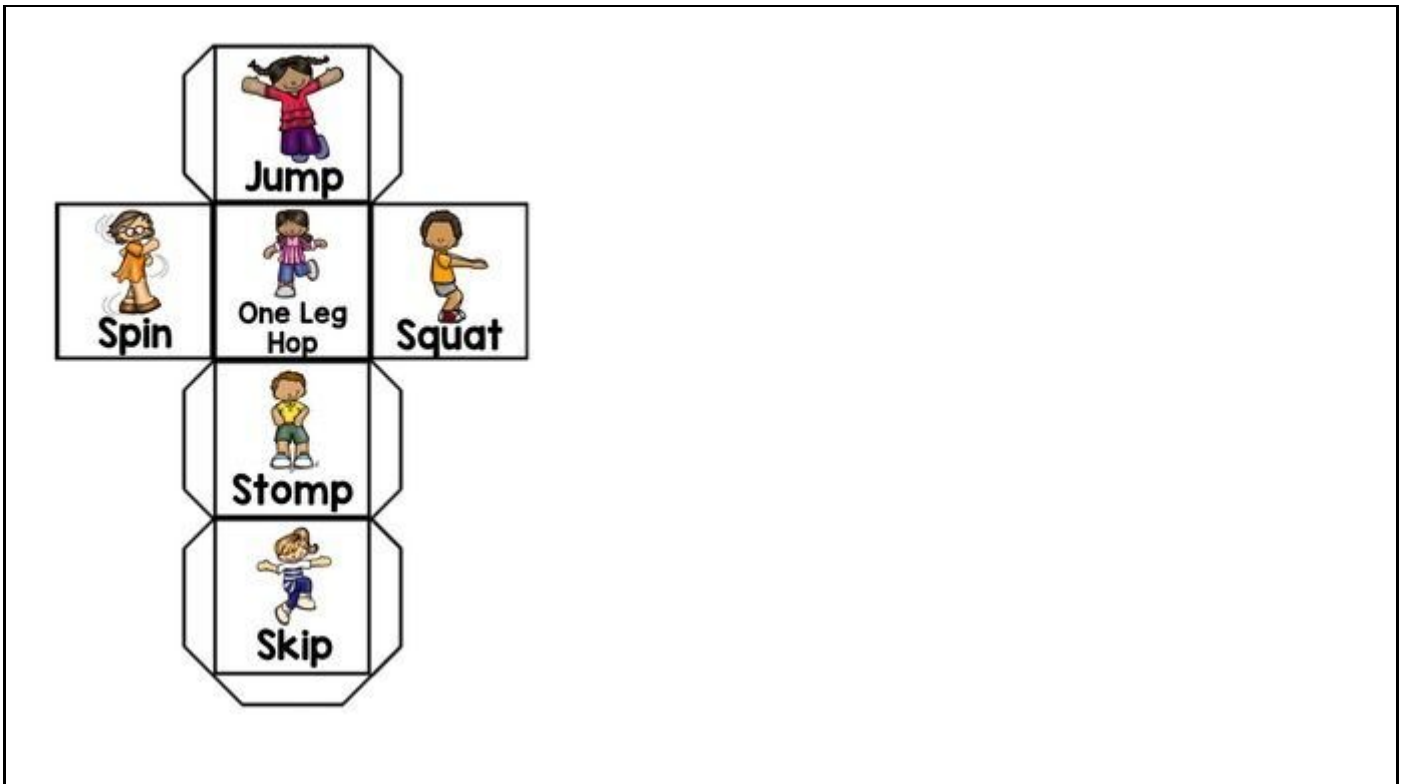
Students will roll the movement dice and act out the movement for 2 minutes

**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	
<b>Time:</b> 15 min	<b>Materials Required:</b> <ul style="list-style-type: none"> <li>Monday - Thursday Movement activities</li> </ul>
<b>Learning Goal:</b> Students will pick of the activities that they enjoyed this week and do it again	
<b>Instructions for Learning:</b> <ul style="list-style-type: none"> <li>Students will think about all the movement activities that he/she did.</li> <li>Students will only pick one activity and do it again.</li> </ul>	

## 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.