



NOVA PIONEER

SCHOOLS FOR INNOVATORS & LEADERS

At-Home Learning Pack Term 1 2020

Week of: March 30 to April 3

Grade: 1

Recommended Schedule for



Monday 30 March

| Time | Subject | Learning Experiences | Online Support Activities |
|---------------|------------------------------|--|---|
| 8:00 - 9:15 | Literacy & Writer's Workshop | Letter Formation and Handwriting Continue to practice handwriting and letter formation | https://www.kidsa-z.com/main/Login |
| 9:15 - 9:30 | Break | | |
| 9:30 - 10:30 | Mathematics | 2D Shape Activity Exploring 2D shapes and their properties | N/A |
| 10:30 - 10:45 | Break | | |
| 10:45 - 11:30 | Kiswahili | Kutambua na kutamka silabi za herufi r-z | Irabu za Kiswahili. |
| 11:30 - 12:15 | Movement | Zumba- I like to move it | https://www.youtube.com/watch?v=ymigWt5TOV8 |
| 12:15 - 1:00 | Lunch | | |
| 1:00 - 1:45 | Environmental Studies & CRE | Environmental Studies: Animals | Animal Habitats (YouTube) - Optional |
| 1:45 - 2:30 | Exploration | Culture Moment: Joy of Learning | N/A |

Recommended Schedule for









Tuesday 31 March

| Time | Subject | Learning Experiences | Online Support Activities |
|---------------|------------------------------|--|---|
| 8:00 - 9:15 | Literacy & Writer's Workshop | Letter Formation and Handwriting Continue to practice handwriting and letter formation | https://www.kidsa-z.com/main/Login |
| 9:15 - 9:30 | Break | | |
| 9:30 - 10:30 | Mathematics | 3D Shape Activity 3D shape hunt | N/A |
| 10:30 - 10:45 | Break | | |
| 10:45 - 11:30 | Kiswahili | Kusoma kwa ufasaha maneno na sentensi mbalimbali za Kiswahili | N/A |
| 11:30 - 12:15 | Movement | Spy training obstacle course | https://onecreativemommy.com/spy-birthday-party-spy-training/ |
| 12:15 - 1:00 | Lunch | | |
| 1:00 - 1:45 | Environmental Studies & CRE | CRE: Palm Sunday | N/A |
| 1:45 - 2:30 | Exploration | Culture Moment: High Expectations | N/A |

Recommended Schedule for

 **Wednesday 1 April**

| Time | Subject | Learning Experiences | Online Support Activities |
|---------------|---|--|---|
| 8:00 - 9:15 |  Literacy & Writer's Workshop | Sight Words Identify some common sight words | https://www.kidsa-z.com/main/Login |
| 9:15 - 9:30 | Break | | |
| 9:30 - 10:30 |  Mathematics | Ordinal Numbers Making a sandwich | N/A |
| 10:30 - 10:45 | Break | | |
| 10:45 - 11:30 |  Kiswahili | Kusoma kifungu kifupi na kujaribu kujibu maswali kutoka katika kifungu | N/A |
| 11:30 - 12:15 |  Movement | Outdoor scavenger hunt | N/A |
| 12:15 - 1:00 | Lunch | | |
| 1:00 - 1:45 |  Environmental Studies & CRE | Environmental Studies: Animals | N/A |
| 1:45 - 2:30 |  Exploration | Culture Moment: Always Growing | N/A |

Recommended Schedule for









Thursday 2 April

| Time | Subject | Learning Experiences | Online Support Activities |
|---------------|------------------------------|--|---|
| 8:00 - 9:15 | Literacy & Writer's Workshop | Parts of Speech and Punctuation Follow the instructions to complete the activity | https://www.kidsa-z.com/main/Login |
| 9:15 - 9:30 | Break | | |
| 9:30 - 10:30 | Mathematics | Positional Words "I spy with my little eye" | N/A |
| 10:30 - 10:45 | Break | | |
| 10:45 - 11:30 | Kiswahili | Afurahie kutazama na kusikiliza hadithi | Video Tumbili na Mamba |
| 11:30 - 12:15 | Movement | Follow the leader | https://www.chickenbabies.com/2015/01/inside-play-following-the-leader.html |
| 12:15 - 1:00 | Lunch | | |
| 1:00 - 1:45 | Environmental Studies & CRE | CRE: The Last Supper | Jesus washes his disciples' feet (YouTube) - Optional |
| 1:45 - 2:30 | Exploration | Culture Moment: Servant Leadership | N/A |

Recommended Schedule for

 **Friday 3 April**

| Time | Subject | Learning Experiences | Online Support Activities |
|---------------|---|---|---|
| 8:00 - 9:15 |  Literacy & Writer's Workshop | Read Aloud Listen to a story with enjoyment and answer questions about what was read. | https://www.kidsa-z.com/main/Login |
| 9:15 - 9:30 | Break | | |
| 9:30 - 10:30 |  Mathematics | Shape Patterns Using 2D shapes to make a 3D painting | N/A |
| 10:30 - 10:45 | Break | | |
| 10:45 - 11:30 |  Kiswahili | Kufanya mazoezi ya kuandika kwa hati nadhifu | N/A |
| 11:30 - 12:15 |  Movement | Indoor scavenger hunt | N/A |
| 12:15 - 1:00 | Lunch | | |
| 1:00 - 1:45 |  Environmental Studies & CRE | Environmental Studies: Animals | N/A |
| 1:45 - 2:30 |  Exploration | Culture Moment: Greater Together | N/A |

Literacy & Writer's Workshop Activities

Monday , 30 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 3) These are letters simply 'sitting' on the line, without reaching below and not exceeding a certain height)*

r, s, u, v

- 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:



Tuesday, 31 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 4) These are letters simply 'sitting' on the line, without reaching below and not exceeding a certain height

W, X, Y

- 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:



Wednesday, 1 April

Time: 45 - 60 minutes

Materials Required:

- 2 copies of the sight words flashcards (can be printed or can be written on individual square pieces of scrap paper)

Learning Goal:

Students will be able to:
Identify some common sight words

Instructions for Learning:

During Term 1 Students learned about sight words. Sight words are some of the most common words we use when learning to read and write.

OPTIONAL: Useful [website](#) link for more information

- Read each of the sight words individually with Student. Read the word and have Students say the word after you.

| | |
|------|-------|
| went | there |
| and | I |
| be | a |
| can | is |
| for | did |

- *This can be done a number of times.*
- Discuss each word with Student:
 - Do you know this word?
 - Where have you seen or heard this word?
 - What is the name of the letters that the word starts with?
 - What letters can you identify in this word?
 - Can you use the word in a sentence?
- Play "Memory Game" with Student:
 - Each of the sight word flashcards (remember, there needs to be 2 copies of the flashcard sets) are scrambled and placed face down.
- In turn, flip over any 2 flashcards to reveal 2 sight words.
- The objective of the game is to remember where each sight word pair is. When the 2 same sight word flashcards have been identified, a pair is formed. Say the name of the sight word and keep the pair.

- The player with the most pairs is the winner.

OPTIONAL:

Additional sight words if Students has mastered the sight words during the game:

- how
- into
- us
- we

Thursday, 2 April

Time: 45 - 6 minutes

Materials Required:

- Short reading passage (written out on scrap paper or printed out)
- Variety of coloured writing instruments (such as crayons, pencils or markers)

Learning Goal:

Students will be able to:

Follow the instructions to complete the activity

Instructions for Learning:

During Term 1, Students learned the importance of careful listening in order to follow instructions.

- Read the short reading passage with Student.
- *This can be done a number of times.*

Max the Dog

Jen has a brown dog. Her dog's name is Max. Max likes to play with the ball. Jen throws the ball. Max brings it back.


Max lies on the bed. This makes Jen's mom mad. She wants Max to lie on the floor.


One day Max got lost. Jen looked all over for him. She walked up the street and down the street. She yelled, "Come home, Max!" She found Max! He was in the park. He was happy to see Jen.



- Ask Student to complete the following instructions:

→  all the full stops you can find in **green**.

→ Can you find an uppercase and lowercase form of ANY of the letters of the alphabet?  them in **orange**.

→ The passage has many examples of nouns.  ANY 3 examples you can find in **red**.

→ The passage has many examples of verbs. Underline ANY 3 examples you can find in **blue**.

→ An adjective is a describing word. An adjective is a word that describes an animal, person, thing, or thought. Are you able to find 1 example of an adjective? Colour in it **purple**.

Friday, 3 April

Time: 45 - 60 minutes

Materials Required:

Learning Goal:

Student will be able to:

Listen to a story with enjoyment and answer questions about what was read.

- [“And That Was The Oddest Of Things” by Daniel Errico](#)
- Scrap paper and variety of drawing instruments (such as colouring pencils or crayons)

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 talk about the story. Here are some Questions and Discussion prompts:
 - Who is the character in this story? Who is this story about?
 - Where do you think the story takes place? Give a reason for your answer.
 - What would you do if you found a tiny blue penguin standing by your refrigerator door?
 - Why do you think the penguin is there?
 - Can penguins be blue in colour?
 - What kind of sandwich is the penguin busy making?
 - What would you do if you saw a giant giraffe flipping through your TV?

- What do imagine giraffes like to watch on TV?
- What would you do if you found a large octopus in your bathtub?
- What would you do if you found two lemurs throwing around balls of mud in your bedroom?
- Are you able to identify word pairs that rhyme? List a few examples.
- Is this story a work of fiction or nonfiction? Give a reason for your answer.
- Have you ever seen a shooting star?
- When you see a shooting start, you should make a silent wish. What would you wish for?
- Now, draw a picture of your wish.

+Mathematics Activities

Monday, 30 March

Time: 60 minutes

Learning Goal:

Students will be able to identify, describe, classify and name 2D shapes.

Materials Required:

- Cooked spaghetti noodles
- Different coloured food colouring
- Blank sheets of paper
- Pencil or marker
- [Cheat sheet for parents](#)

Instructions for Learning:

- Prior to the activity parents with the help of students can cook spaghetti noodles (according to the package) and then drain and rinse with cold water. Next, add a little oil to keep noodles from sticking to each other. Separate noodles into bowls or Ziploc bags. Squirt just a few drops of food coloring in each group of noodles. Mix with tongs and let it sit for a few minutes. After the color has soaked into the noodles, it shouldn't stain your hands. Allow students to mix all the coloured noodles together to create rainbow spaghetti noodles (this is a fun sensory play activity for students to enjoy).



- Once the spaghetti noodles are ready. Ask your child to draw five 2D shapes (circle, square, rectangle, triangle, oval, pentagon, hexagon etc.) Each shape must be drawn on its own sheet of paper.
- Next, using the spaghetti noodles have your child recreate the 2D shapes that they drew.
- Now using their spaghetti shape models have students complete the following information onto their shape drawings:
 - Number of sides
 - Number of corners
- It is important for students to be able to point out these attributes or properties and find real-life objects that match these drawings and models.
- Next, have your child look around the house for objects that match these 2D shapes.

Note: Understanding shapes can be a complex skill for a child to learn. Providing them with a good variety of hands-on activities and giving them lots of opportunities

to explore and interact with shapes is very important. Sometimes the only way to understand the difference between a square and a rectangle or a circle and an oval is through having them side-by-side and exploring how they relate to each other.

Tuesday, 31 March

Time: 60 minutes

Learning Goal:

Students will be able to identify, describe, classify and name 3D shapes.

Materials Required:

- Toothpicks or straws (these can be cut smaller for easy use)
- Clay or playdough
- Pencil
- Paper
- [Cheat sheet for parents](#)
- Video: [How to make 2D and 3D shapes using straws or toothpicks and playdough](#)

Instructions for Learning:

- Discuss 3D shapes with your child and have them do all the talking, allow them to explain what these are, how they are different from 2D shapes and allow them to provide a few examples. Also ask them what real-life everyday things come in these 3D shapes. Tell them to think about this because they are about to go on a 3D SHAPE HUNT!
- Have students go on a 3D shape hunt around the house and outside in the garden. Tell them to be on the lookout for spheres, cylinders, cubes and cones (pyramids and rectangular prisms can also be included).
- You can provide your child with a pencil and paper to draw or write down the names of 3D shapes that they see and find.
- Examples:



- When they are done, have them share what they saw and found. Ask them to explain which 3D shapes they are.
- Now ask students to recreate these 3D shapes using toothpicks and clay/playdough. Here is a link to a video on how this can be done: [How to make 2D and 3D shapes using straws or toothpicks and playdough](#)

- Once they are done. Discuss the properties of 3D shapes, allow your child to point the faces, edges and vertices (corners) on each 3D shape. The cheat sheet will help parents understand these better.
- Explain that there is an easy test to check whether an object is a 2D or 3D shape, it's called the Stack, Roll or Slide. If they are flat and can be stacked on top of each other they generally are 2D shapes, but if they can roll or slide on one of their faces they are generally 3D shapes. Have your child test this with a few of the items they found. As children learn 3D shapes, it's fun to explore how they move and interact with each other. Explore your child's understanding of why a shape does (or does not) roll, slide or stack.

Wednesday, 1 April

Time: 60 minutes

Learning Goal:

Students will be able to use ordinal numbers from first (1st) to tenth (10th) to describe order.

Materials Required:

- Bread
- Nutella, jam, cheese spread, peanut butter (really anything that a child can use to make a sandwich)
- Pencil
- Paper
- Optional: [Ordinal number cards](#) (these can easily be made using paper or card) These are only necessary if you notice your child getting stuck, then you can hand these to them to help figure out what comes next and how to write it or spell it.

Instructions for Learning:

- Today we will be learning about ordinal numbers and in order to do so we are going to have our children make a sandwich. This is a hands-on experience and we encourage you to allow students to do this activity by themselves.
- Instructions:
 - Students will make any sandwich of their choice.
 - They will need to write or draw a picture for each step they do/make.
 - They need to use ordinal numbers to describe the process/method of making their sandwich. Example: First I lay out 2 slices of bread, second I grab a knife, the third thing I will do is open the jar of spread etc.
- Encourage students to write the words and number form of each ordinal number, that is: first and 1st, second and 2nd etc.
- Once they are done and can explain the entire process to you using their ordinal numbers correctly, they can enjoy the lovely sandwich that they just made.

Thursday, 2 April

Time: 60 minutes

Materials Required:

- None

Learning Goal:

Students will be able to use position words (before, after, and between) to name relative positions of people and objects.

Instructions for Learning:

- It's family game time! We are going to play a game of "I spy with my little eye"
- But this is a slightly different version. Students and other family members have to take turns finding a person or object in different positions.
- They will need to use positional words such as before, in front of, after, at the back of, between and in the middle to describe and explain what and where the object they are referring to is placed.
- Example: I spy with my little eye, something that is between two walls and you use it to leave and enter... answer: the door.
- Try to continue playing long enough for your child to use each positional word at least once.
- When done have a discussion about positional words and why they are important to describe or name the positions of people and objects. It helps us better understand where something or someone is when using these words because they provide more detail which makes it easier to locate or find.

Friday, 3 April

Time: 60 minutes

Materials Required:

- Paper
- Crayons
- Water colours or finger paint
- Paintbrushes

Learning Goal:

Students will be able to make patterns using 2D shapes according to one or two of the following attributes: size, shape, color and orientation.

Instructions for Learning:

- This is a great shape recognition activity for students that involves color recognition and patterning. This activity encourages students to explore new shapes by themselves and paint without any limitations or guidelines that improves their hand-eye coordination.
- Ask students to draw as many shapes, with crayons, as they can on white sheets of paper. This part of the activity will help them discover new shapes by chance as well as reinforce drawing 2D shapes that they are familiar with.
- **Students need to create shape patterns when drawing their shapes.**
- Students can explore different sizes, colours and orientations when drawing their shape patterns.

- Next, ask them to dip their paintbrushes in water colours and paint over the shapes and patterns that they made with crayons.
- When doing this students will notice that the shapes will pop up from the layer of water color and the paintings will look like a beautiful 3D masterpiece!
- These should then be left to dry and later pinned up on the fridge or somewhere special in your home.

🗨️ Kiswahili Activities (KE)

Monday, 30 March

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kutambua na kutamka silabi za herufi r-z.

Vifaa Vinavyohitajika:

- Chati yenye silabi za herufi r-z.
- Daftari la kuandikia.
- Penseli
- Video [_Irabu za Kiswahili.](#)

Maagizo ya Somo:

- Katika kipindi hiki mwanafunzi ataendelea kujikumbusha jinsi ya kuunda silabi za Kiswahili kwa kurejelea vokali na konsonanti.
- Mwanafunzi aanze kwa kutazama [video hii](#) kuhusu irabu.

Soma silabi zifuatazo kwa sauti.

| | | | | |
|----|----|----|----|----|
| a | e | i | o | u |
| ra | re | ri | ro | ru |
| sa | se | si | so | su |
| ta | te | ti | to | tu |
| va | ve | vi | vo | vu |
| wa | we | wi | wo | wu |
| ya | ye | yi | yo | yu |
| za | ze | zi | zo | zu |
| | | | | |

Tazama mifano hii na uisome kwa sauti.



re + li = reli



ru + ka = ruka



Sa + a = saa



va + a = vaa



Vu + ta = Vuta



ta + i = tai

Zoezi la Kwanza.

Andika majina ya vitu au vitendo hivi. Fuata mifano iliyopo hapo juu.



_____ + _____ = _____



_____ + _____ = _____



_____ + _____ = _____



_____ + _____ = _____

Tuesday, 31 March

Muda: Dakika 45

Vifaa vinavyohitajika:

- Jedwali la maneno na sentensi za Kiswahili.
- Penseli.

Lengo la Somo:

Mwanafunzi aweze kusoma kwa ufasaha maneno na sentensi mbalimbali za Kiswahili.

Maagizo ya Somo:

- Katika kipindi cha leo mwanafunzi atafanya mazoezi ya kusoma maneno na sentensi mbalimbali za Kiswahili.
- Mwanafunzi awe na mtu wa kusikiliza jinsi anavyosoma.

Soma maneno haya.

| | | | |
|----------------|-------------|--------------|-------------|
| 1. Rula | reli | ruka | rika |
| 2. Saa | sita | suka | sisi |
| 3. Taka | teka | tisa | toka |
| 4. Vaa | Veli | Vita | vua |
| 5. Waya | wala | Watu | wetu |
| 6. Yai | Yetu | Yangu | yote |
| 7. Zaa | Zetu | zangu | zizi |

Soma sentensi hizi kwa sauti.

1. Yai la bata litapikwa.

2. Waya umekatika.
3. Vaa shati lako kaka.
4. Watu tisa wamefika.
5. Saa yake iko wapi?

Wednesday, 1 April

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kusoma kifungu kifupi na kujaribu kujibu maswali kutoka katika kifungu.

Vifaa Vinavyohitajika:

- Kifungu kifupi
- Daftari/Karatasi

Maagizo ya Somo:

- Mwanafunzi ayasome maelezo haya kwa sauti.



Jina langu ni **Adai**.

Mimi ni **msichana**.

Nina umri wa **miaka sita**.

Niko katika **Gredi ya kwanza**.

Ninapenda mchezo wa kuruka kamba.



Jina langu ni **Teka**.

Mimi ni **mvulana**.

Nina **umri** wa **miaka sita**.

Niko katika **Gredi ya kwanza**.

Ninapenda mchezo wa **tiara**.

Nina dada wawili na kaka mmoja.

Ninaishi mjini.

Jaribu kuyajibu maswali haya.

1. Adai ana umri wa miaka_____
2. Adai anapenda kufanya nini?_____
3. Tekka yuko katika gredi gani?_____
4. Tekka anapenda mchezo wa_____
5. Ni nani anayeishi mjini?_____ (Tekka au Adai)

Thursday, 2 April

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi afurahie kutazama na kusikiliza hadithi .

Vifaa Vinavyohitajika:

- [Video_Tumbili na Mamba.](#)
- Penseli za rangi.

Maagizo ya Somo:

- Katika kipindi hiki, mwanafunzi atasikiliza hadithi kisha kuchora wahusika kisha kuwata rangi wahusika wakuu ambao ni tumbili na mamba.

Tazama picha hizi, je unawafahamu wanyama hawa?



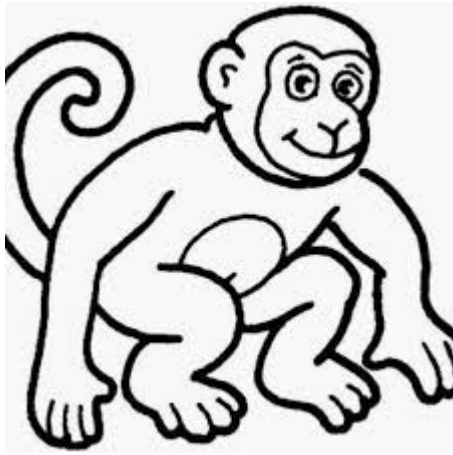
Mtajie mlezi au mzazi wako jambo moja unalolijua kutoka kwa kila mnyama.

- Mwanafunzi atumie muda kusikiliza hadithi kwa makini.

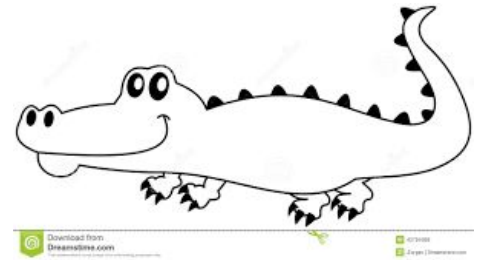
Je, ni jambo lipi tunajifunza kutoka katika hadithi hii?

Zoezi la kutia rangi.

Hawa ndio wahusika wakuu katika hadithi yetu leo. Watie rangi .



Tumbili



Mamba.

Friday, 3 April

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kuendelea kufanya mazoezi ya kuandika kwa hati nadhifu.

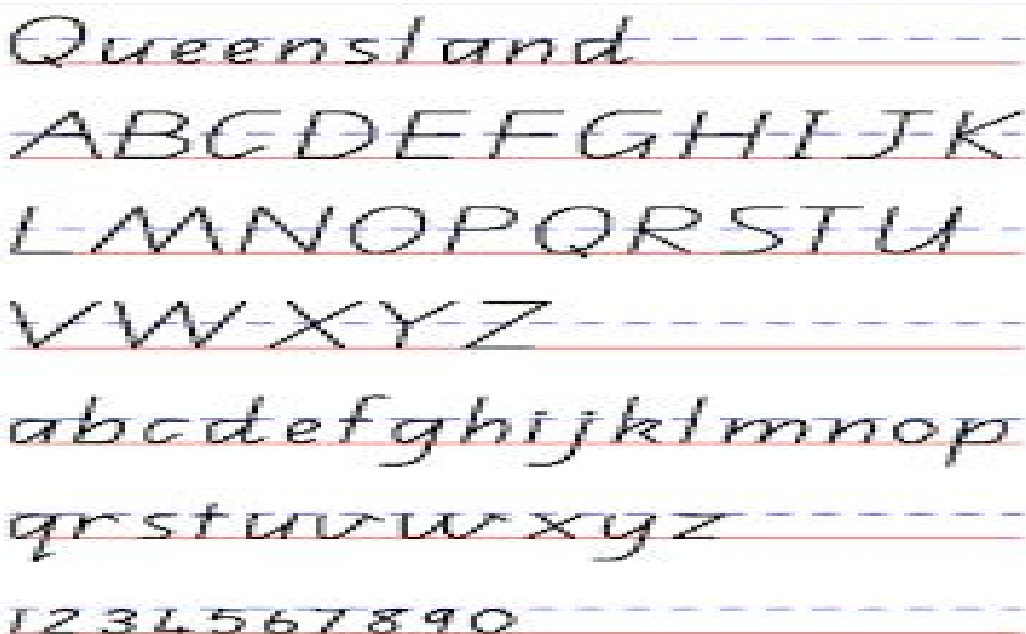
Vifaa Vinavyohitajika:

- Penseli
- Karatasi au daftari maalum ya kuandikia kwa hati nadhifu.

Maagizo ya Somo:

- Katika kipindi hiki mwanafunzi ataandika kwa mwandiko nadhifu

Tazama jinsi herufi zifuatazo zilivyoandikwa.



- Katika karatasi maalum ya kuandika kwa hati bora, andika sentensi hizi.

1. Mwanafunzi mtiifu anasoma vizuri.
2. Bibi amempa kaka pipi mbili.
3. Vaa shati safi tuondoke.
4. Usiyamwage maji sakafuni.
5. Nawa mikono uzuie magonjwa.

Movement Activities

Monday, 30 March

Time:

Learning Goal:

Students will practice zumba moves on I like to move it song by copying the moves on the video

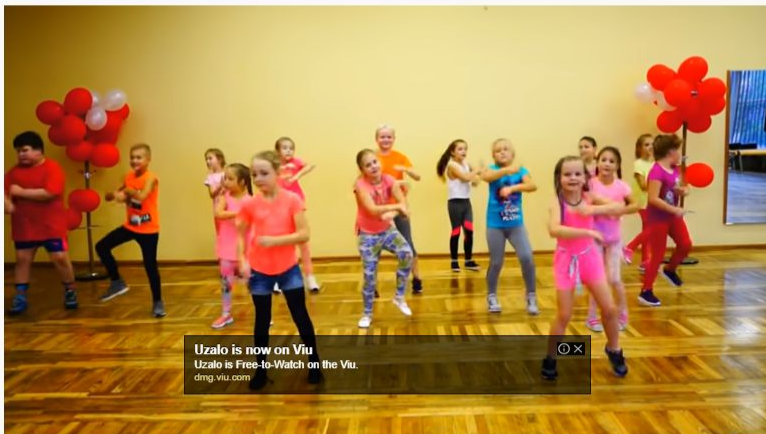
Materials Required:

- **Video:**
- <https://www.youtube.com/watch?v=ymigWt5TOV8>
- **Alternative - any song**

Instructions for Learning:

- Students will open the link
- Students will practice zumba moves to I like to move it song
- Students will watch the video and copy the moves (2x)

- Alternative: Play a song and let the students make up their own moves and dance to the song.



Zumba Kids (easy dance) - I like to move it

Tuesday, 31 March

Time:

Learning Goal:

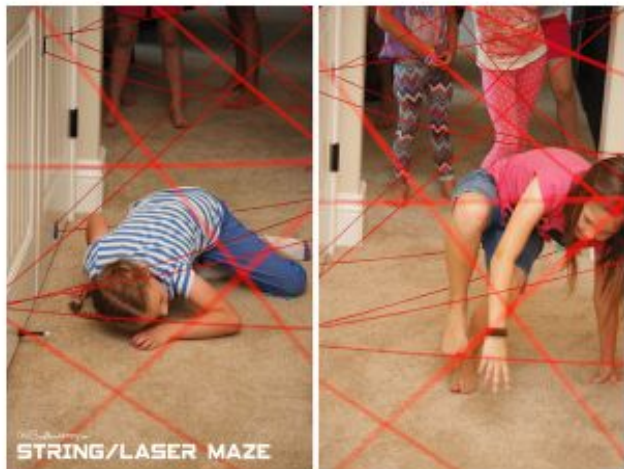
Students will imagine that they are designing a spy training obstacle course

Materials Required:

- **Ideas:**
<https://onecreativemommy.com/spy-birthday-party-spy-training/>
- **House items**
- **Toys**

Instructions for Learning:

- Students will design their own spy training obstacle course (inside / outside) the house
- Students will use anything that they have available (toys, table, chairs, rope, string, water guns, tape...)
- Students can pick a Spy name for themselves



Wednesday, 1 April

Time: 20-30 min

Learning Goal:

Students will be able to do a Scavenger hunt outside the house

Students will need to find all the objects on this list

Materials Required:

- Outdoor Scavenger Hunt list
- Pencil
- Bag / container to put objects in

Instructions for Learning:

- Students will use this list to do an outdoor scavenger hunt
- Students need to try to find all these objects
- Students will use a pencil to make a X in the block when they find a specific object on the list
- Students will use a bag / container to put objects in it
- Time yourself, see how long it takes you to find all these objects.

Outdoor Scavenger Hunt

COLLECT ALL OF THE FOLLOWING ITEMS IN A BAG OR BASKET. CHECK THE BOXES AS YOU FIND EACH ONE.

- 5 LEAVES THAT LOOK DIFFERENT
- A STICK THAT IS LONGER THAN YOUR HAND
- A ROCK WITH SPOTS ON IT
- A FLOWER
- A FLAT ROCK
- 10 BLADES OF GRASS
- SOMETHING YOU LOVE TO PLAY WITH
- A PIECE OF TRASH YOU CAN RECYCLE
- SOMETHING THAT IS BROWN
- SOMETHING THAT IS HEAVY
- SOMETHING THAT IS VERY LIGHT
- SOMETHING THAT NEEDS SUN TO LIVE
- AN ITEM SMALLER THAN YOUR THUMB
- SOMETHING THAT STARTS WITH "M"
- SOMETHING THAT SMELLS GOOD

Ready for snack? Make sure everything gets put back where it belongs!

Thursday, 2 April

Time: 20 min

Learning Goal:

Students will play follow the leader

Materials Required:

- **Instruction - how to play follow the leader**
<https://www.chickenbabies.com/2015/01/inside-play-following-the-leader.html>

Instructions for Learning:

- Students will play a really old game - Follow the leader
- Students will ask one of their family members to play with them
- The one person must copy everything the one person is doing and then they need to swap around



Friday, 3 April

Time: 20 min

Learning Goal:

Students will have an Indoor scavenger hunt

Students will need to find all the objects on this list

Materials Required:

- Indoor Scavenger Hunt list
- Pencil
- Bag / container to put objects in

Instructions for Learning:

- Students will use this list to do an Indoor scavenger hunt
- Students need to try to find all these objects
- Students will use a pencil to make a X in the block when they find a specific object on the list
- Students will use a bag / container to put objects in it

- Time yourself, see how long it takes you to find all these objects. - Try to improve your time from the Outside scavenger hunt.

Indoor Scavenger Hunt

COLLECT ALL OF THE FOLLOWING ITEMS
IN A BAG OR BASKET. CHECK THE BOXES
AS YOU FIND EACH ONE.

- A TOY WITH WHEELS
- A BOOK WITH THE FIRST LETTER OF YOUR NAME IN THE TITLE
- A PAIR OF MATCHING SOCKS
- 4 THINGS THAT ARE GREEN
- SOMETHING VERY SOFT
- A TOY SMALLER THAN YOUR HAND
- SOMETHING ROUND
- A BOOK WITH NUMBERS IN IT
- 5 LEGOS THAT ARE ALL DIFFERENT
- A PHOTO OF SOMEONE YOU LOVE
- AN ITEM YOU CAN SEE YOURSELF IN
- AN ITEM THAT MAKES YOU FEEL COZY
- A TOY THAT HAS 3 DIFFERNT COLORS
- A MOVIE THAT HAS "S" IN THE TITLE
- YOUR SNUGGLIEST STUFFED ANIMAL

Ready for snack? Make sure everything gets put back where it belongs!

✂️ Exploration Activities

Monday, 30 March

Time: 45 mins

Materials Required:

Learning Goal: Guardians will

- Pen

- Understand what we mean by the “joy of learning” culture principle
- Commit to one action to help enable a culture of “joy of learning” at home

Instructions for Learning:

In today’s lesson, we are going to explore ways we can model, celebrate and enable the “joy of learning” culture principle at home. Let’s read again what we mean by this culture principle:



Joy of Learning: We are life-long learners, and we are fueled by curiosity and discovery.

“I have no special talent. I am only passionately curious.”
- Albert Einstein

Pulse Check.

Reflect on how you’ve engaged with the world this past week. How many of these things are true?

- *I got so absorbed in learning that I lost track of time.*
- *I talked to someone who gave me a new idea or changed my mind.*
- *I took the initiative to learn more about one of my interests.*
- *When I didn’t know the answer to a question, I couldn’t rest until I figured it out.*
- *I explored a completely new idea or topic—just for the fun of it.*

Here is a list of actions you can take at home with your child to model, celebrate and enable a culture of “joy of learning”:

Model it.

- Cheerfully admit that you don’t know what you don’t know: *“I actually don’t know how to do that problem. Let’s look it up together!”*

- However you enjoy exploring your personal interests—books, podcasts, documentaries—share what you like: *“I listened to the most amazing story today. Let me tell you about it!”*

Celebrate it.

- Praise question-asking: *“What a great question! I love the ideas it’s sparking!”*
- Show admiration for wrong answers: *“No, that’s not right. Explain to me how you’re thinking about this!”*
- Build on curiosity expressed as statements: *“I bet that if we use all our pencils we can build a skyscraper!” “That’s cool, let’s see how we can do that!”*

Enable it.

- How can you make more room for curiosity? When planning an activity, factor in time for questions.
- Establish an end-of-day ritual to share one thing each person in the family learned that they didn’t know before.
- Replace close-ended questions (“Is oxygen a component of the air we breathe?”) with open-ended questions (“What is air made of?”).

Commit it.

Which **one** action can you, as a guardian, commit to these coming weeks?

Tuesday, 31 March

Time: 45 mins

Materials Required:

- Pen

Learning Goal: Guardians will

- Understand what we mean by the “high expectations” culture principle
- Commit to one action to help enable a culture of “high expectations” at home

Instructions for Learning:

In today’s lesson, we are going to explore ways we can model, celebrate and enable the “high expectations” culture principle at home. Let’s read again what we mean by this culture principle:



High Expectations: We sweat the small stuff and take pride in what we do. We set goals that others think are impossible and never stop until we achieve them.

“Shoot for the moon. Even if you miss, you’ll land among the stars.”
— Norman Vincent Peale

Pulse Check.

To gauge your current level of grit, consider how true the following statements are for you:

- *I enjoy projects that take years to complete.*
- *I am working towards a very long-term goal.*
- *What I do each day is connected to my deepest personal values.*
- *There is at least one subject or activity that I never get bored of thinking about.*
- *Setbacks don’t discourage me for long.*
- *I am a hard worker.*
- *I finish whatever I begin.*
- *I never stop working to improve.*

Here is a list of actions you can take at home with your child to model, celebrate and enable a culture of “high expectations”:

Model it.

- If you love what you do, let others know. Wear your passion on your sleeve.

- When you fail, openly share your frustration but go out of your way to point out what you learned from the experience.
- Emphasize playing the long game—life is a marathon, not a sprint.

Celebrate it.

- When you see grit, draw attention to it: *“Your work this past quarter has demonstrated enormous dedication. I know it wasn’t always easy.”*
- Praise passion: *“You’re so into this! That’s just awesome!”*

Enable it.

- Show warmth and support. The paradox of grit is that the steely determination of individuals is made possible by the warmth and support of friends, families, teachers, and mentors. Don’t let people you love quit on a bad day.

Commit it.

Which **one** action can you, as a guardian, commit to these coming weeks?

Wednesday, 1 April

Time: 45 mins

Materials Required:

- Pen

Learning Goal: Guardians will

- Understand what we mean by the “always growing” culture principle
- Commit to one action to help enable a culture of “always growing” at home

Instructions for Learning:

In today’s lesson, we are going to explore ways we can model, celebrate and enable the “always growing” culture principle at home. Let’s read again what we mean by this culture principle:



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.

“Ever tried. Ever failed. No Matter. Try again. Fail again. Fail better.”
—Samuel Beckett

Pulse Check

Right now, how true are the following statements for you?

- *After I make a mistake, I always look for ways to learn from it.*
- *I love challenges because they make me smarter.*
- *I truly believe that people can change.*
- *I can always change how intelligent I am.*

Here is a list of actions you can take at home with your child to model, celebrate and enable a culture of “always growing”:

Model it.

- Share stories of when you fell short of your expectations but nevertheless learned an important lesson: *“I made the wrong decision that day. At first, I avoided thinking about it, but eventually I realized I needed to learn from the mistake. What I realized was...”*

Celebrate it.

- Avoid praising your child for being “gifted,” “talented,” or “a natural.” Instead, praise the process of learning: “I’m so proud of you—when you got stuck on the problem, you tried a different way to solve it and didn’t give up!”

Enable it.

- Create authentic opportunities for learning. Give your child meaningful challenges, consistent support, and timely, constructive feedback. To calibrate your efforts, ask them directly: “Let’s set a stretch goal together—what’s something you want to accomplish but can’t do yet? What can I do to help?”

Commit it.

Which **one** action can you, as a guardian, commit to these coming weeks?

Thursday, 2 April

Time: 45 mins

Materials Required:

- Pen

Learning Goal: Guardians will

- Understand what we mean by the “servant leadership” culture principle
- Commit to one action to help enable a culture of “servant leadership” at home

Instructions for Learning:

In today’s lesson, we are going to explore ways we can model, celebrate and enable the “servant leadership” culture principle at home. Let’s read again what we mean by this culture principle:



Servant Leadership: Great leaders always put others before themselves and engage their community with humility and generosity. We see leadership as a way of improving the world, not simply promoting ourselves.

"Be kind whenever possible. It is always possible."

—Dalai Lama

When you act kindly toward others, the benefits go both ways. Small, thoughtful acts—like helping, sharing, listening, or teaching—can change both how you are perceived and how you see yourself. When children are encouraged to be kind, their peers want to spend more time around them. Not only does kindness strengthen social relationships, but it also can show that your choices have an impact and that you have valuable skills (like the ability to make friends). In short, being kind to others is also being kind to yourself.

Pulse Check

Think about yourself. How many of these statements are true for you?

- *I pay attention to what other people want or need to try to figure out how I can help.*
- *I go out of my way to do favors for others, speak up to support them, share what I have, or simply listen when they need a friend.*
- *I consciously make small sacrifices to be kind to others, like taking a few minutes to do an extra chore or listening to a story even if I'm not in the mood for it.*
- *I try to think about how much my actions mean to others instead of how much of a burden they are for me.*

Here is a list of actions you can take at home with your child to model, celebrate and enable a culture of "servant leadership":

Model it.

- When being helpful to others, talk about why you're doing it. Try to include the cue for the behavior and what outcome you anticipate: *"I noticed that you all seem a little down today because it is Monday, so I decided to give the class an extra five minutes of free time to talk to the people around you. I hope that this can help you feel a little more awake and excited to work."*
- Point out things you notice about others, and brainstorm together about things that you can do. *"I notice that Grandma is unhappy when her house is messy. What do you think I could do to help?"*

Celebrate it.

- When you notice kind behavior, try to make clear why it's so generous. *"I saw that you gave your seat up on the bus for the older gentleman. That was very thoughtful of you to choose to stand so that he could sit. I am sure that you helped give him a rest."*
- Work with the young people in your life to become "kindness detectives" who are constantly alert to others' needs or wants.

Enable it.

- Making “If ____, then ____” plans can support habit formation. For example: “*If someone is walking behind me through a door, then I will hold the door for them.*” Planning what to do in future situations can make the decision happen more naturally when they arise.

Commit it.

Which **one** action can you, as a guardian, commit to these coming weeks?

Commit to a servant leadership action by completing this sentence together with your child (one for yourself and one for your child):

If _____ ,

then _____

If _____ ,

then _____

Friday, 3 April

Time: 45 mins

Materials Required:

- Pen

Learning Goal: Guardians will

- Understand what we mean by the “greater together” culture principle
- Commit to one action to help enable a culture of “greater together” at home

Instructions for Learning:

In today’s lesson, we are going to explore ways we can model, celebrate and enable the “greater together” culture principle at home. Let’s read again what we mean by this culture principle:



Greater Together: We collaborate with and support our teammates because we believe that we can achieve more together.

“If you want to go fast, go alone. If you want to go far, go together.”
African Proverb

Pulse Check

Think about yourself. How many of these statements are true for you?

- *I have a lot of relationships that are mutually beneficial, enjoyable, and supportive.*
- *Most of the time, I can tell how other people feel and have a good idea about how to respond appropriately.*
- *My relationships make me feel good about myself.*
- *The people in my life help me be my best.*

Here is a list of actions you can take at home with your child to model, celebrate and enable a culture of “greater together”:

Model it.

- Wait your turn before speaking, and when you speak, acknowledge others’ points of view: *“I see why you look at things this way, and it makes sense why you do. But I have a different perspective.”*

- Treat others' feelings with curiosity and validation, not frustration or judgement.

Celebrate it.

- Notice when someone made others feel included and valued: *"It was nice of you to make sure the younger kids had playing time in the game, so they all felt like they had a role."*
- Encourage teamwork and loyalty over hierarchy and competition.
- Reframe conflict as an opportunity to better understand how deeply reasonable people may feel about opposing views: *"Our neighbors voted for another candidate, but we all care about the good of the country; we just have different ideas of how to achieve it."*

Enable it.

- Create opportunities to help everyone feel equal, for example by giving even young family members responsibilities or a say in decision-making, or allowing your child to vote on a family activity.
- Environments in which everyone feels needed and consistently acknowledged help reduce victimization and increase achievement and productivity.

Commit it.

Which **one** action can you, as a guardian, commit to these coming weeks?



Environmental Studies & CRE Activities

Monday, 30 March

Environmental Studies: Animals

Time: 45 minutes

Learning Goal:

Students will:

- Identify different animal habitats

Materials Required:

- Drawing paper
- Drawing utensils (crayons, markers, pencils, etc.)
- [Animal Habitats \(YouTube\) - Optional](#)

Instructions for Learning:

- Ask child: **Where do animals live?**
- Have your child name 5 animals and identify where they live.
- Ask: **What do animals need in order to live?**
 - Optional - show child the Animal Habitats video (linked above)
- Have your child draw a picture of an animal and its habitat. Underneath the picture, they should write: *This is a _____ . Its habitat is _____ .*

Tuesday, 31 March

CRE: Palm Sunday

Time: 45 minutes

Learning Goal:

Students will:

- Demonstrate an understanding of the Palm Sunday story by discussing the main points of the story

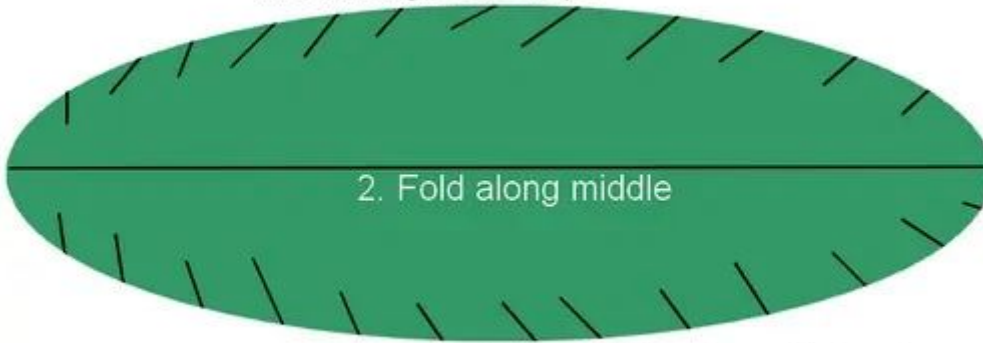
Materials Required:

- Paper
- Scissors
- Bible

Instructions for Learning:

- Have your child make a palm out of paper. Draw the outline for them and have the child cut on the edges. They can use this to wave during the bible story:

1. Cut long oval shape



2. Fold along middle

3. Allow children to cut into edges

- Ask: **What does a normal king look like? What do you imagine a parade would look like for a king that everyone loved?**
- Read **Matthew 21:1-11** aloud. Use an engaging style with a dramatic voice.
- Say: *Wow, this was a big parade – and Jesus deserved it. Remember how he had traveled all over Israel helping people, doing miracles, and telling them about God’s love. Now he was coming to the capitol, the most important city. This was something the Bible had been promising for hundreds of years. It was all finally coming together, and the people were going crazy like they had just won the world cup.*
- *But there was a problem: Jesus was rich like a normal king. He didn’t have a big fancy horse or a big fancy army to go with him in this parade. Did you hear how Jesus fixed that problem?*
 - **Read Matthew 21:1-3 again**
- *Jesus and His disciples were walking towards Jerusalem when Jesus stops them. He sends 2 disciples to get Him 2 donkeys. But He doesn’t say anything about paying for them. They are to go to the village and get a donkey and her colt. If there are any problems...they are just supposed to say that “the Lord needs them” and it will all be fine.*
- *But this wasn’t an accident. This was just what the Bible had promised for hundreds of years. The real king wasn’t going to be fancy, but ride into the city on a donkey ... a donkey he had to borrow.*
 - **Read Matthew 21:4-5 again...**
- *The disciples did what they were told to do. They went and got the donkey and the colt. A big crowd was already showing up and covering the street with their coats and branches from the trees. Remember that they didn’t have paved roads back then – the roads were dirt. They were showing their respect to Jesus by covering the road so that He wouldn’t get dirty.*
- *They cheered for Jesus with words from the Bible. This was a big victory celebration, and everyone was excited to see what would happen next.*
 - **Have your child wave their palm**
- *That was a big commotion! I bet the people in the city were wondering what was happening.*
 - **Read Matthew 21:10-11 again...**
- *Jesus made quite an entrance! People were trying to figure out who He was. Remember, there was no television back then. People had heard about Him, but they had never seen Him before. Notice – they didn’t say that He was the*

Son of God. They called Him a prophet. It was difficult for some of the people of Jesus' time to realize that He was God and that He was going to save them. Even his disciples would be confused and abandon Jesus later that same week.

- The Bible says that Jesus will come again, but not in a parade on a donkey but in the clouds in full glory.
 - Ask: **What might this look like?**
 - Remind them that when Jesus comes again it will be to take his place as King of the world. This means we need to decide now if we will believe and follow Jesus. We need to be ready for his return.

Wednesday, 1 April

Environmental Studies: Animals

Time: 45 minutes

Materials Required:

- N/A

Learning Goal:

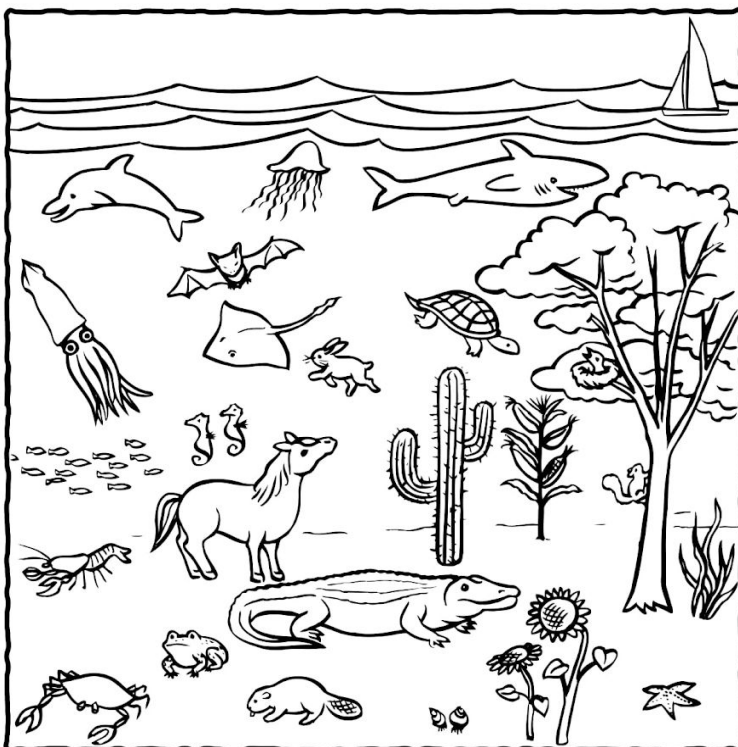
Students will:

- Identify which plants and animals do not belong in the ocean

Instructions for Learning:

- Review what a **habitat** is.
- Have your child review the picture below. Within the picture, have your child identify which plants do not belong in this habitat, and which animals do not belong in this habitat. Ask: **which habitat should they be in instead?**

What's Wrong with This Picture?



Thursday, 2 April
CRE: The Last Supper

Time: 45 minutes

Materials Required:

- [Jesus washes his disciples' feet \(YouTube\) - Optional](#)

Learning Goal:

Students will:

- Listen to the story of the last supper and brainstorm ways they can be a servant for Jesus

Instructions for Learning:

- Read the story of the last supper (shown below). Optional: Show the video of the story.

On the first day of the Feast of Unleavened Bread, the disciples asked Jesus, "Where would you like us to plan for you to eat the Passover feast?"

Jesus replied to them, "Go into the city and you will find a man. Tell him that we would like to come to his house for Passover."

The disciples did just as Jesus asked, and they found a place and got ready for the Passover.

The evening came, and Jesus and the twelve disciples sat to eat the meal. The disciples were eating quietly because they had a lot on their minds. They were worried. Some people wanted to kill Jesus since he was getting so popular.

Jesus could see the disciples were worried. He said to them quietly, "I tell you the truth, one of you here will betray me."

The disciples looked at each other in shock, and some of them asked Jesus, "It isn't me, is it Lord?"

Jesus replied, "The one who dips his bread into the bowl with me will betray me. I will die, just as it is written, but the man who betrays me will feel sorry forever.

Then Judas, with his head down spoke quietly to Jesus, "It isn't me, is it?"

Jesus answered, "Yes, you are the one."

Judas' head went down even lower; he had hoped that the other disciples had not heard what Jesus said. Luckily, they were paying more attention to Jesus breaking apart some bread.

He thanked God for the bread and shared it with the disciples and said, "Take this and eat it. This is my body which is given for you". Then He took a full cup, thanked God for it and said,

"This is my blood, which will be poured out for many people so their sins may be forgiven."
They all took a sip from the cup.

The meal continued after this; it was a long celebration. The disciples took their time because they enjoyed talking with Jesus and asking Him questions. (Just like when you go out to eat with your parents and their friends, sometimes they seem to talk forever, and you just want to go home...).

After some time, Jesus got up from the table and went to a different part of the room. He took off his everyday clothes and put a large towel around himself to look like a servant. After that, he poured water into a large bowl and began to wash the disciples' feet. Then dried them with the towel that was wrapped around Him.

First of all, Jesus is like a King - but even greater than a king: He's the King of Kings! By washing the disciples feet, He was doing something that only a servant would do. This would be like if someone famous came to your house and started to clean your room -- even getting down on their hands and knees to clean under your bed! It probably would never happen.

When it was Peter's turn to get his feet cleaned he said to Jesus, "Lord, are you going to wash my feet?"

Jesus replied, "You don't understand what I am doing, but you will later."

"No," said Peter, "you will never wash my feet." He said this because he didn't feel right having Jesus wash his feet. He knew Jesus was very special.

Jesus replied back to him, "If I don't wash your feet, you cannot be with me."

"Then, Lord," Peter replied, "don't just wash my feet but my hands and head too." Jesus then explained that He only needed to wash his feet; and that, this would make his whole body clean.

When Jesus had finished washing all of the disciples' feet, he put his everyday clothes back on and returned to the table. "Do you understand what I have done for you?" Jesus asked them. "You call me 'Teacher' and 'Lord,' and that is who I am. And now that I have washed your feet, you can also wash one another's feet."

This is an example of how you should treat others. You don't have to actually wash other people's feet, but doing nice things for others and acting like a servant for Jesus, that is what He wants you to do. If you do these things, Jesus will bless you.

- Have your child list special foods that help us remember special occasions: birthday cake, etc. Compare this to the Passover Meal.
- Have your child brainstorm ways they can be a servant for Jesus.

Friday, 3 April
Environmental Studies: Animals

Time: 45 minutes

Materials Required:

- Drawing paper
- Drawing utensils (crayons, markers, pencils, etc.)

Learning Goal:

Students will:

- Identify and draw the correct habitat for different animals

Instructions for Learning:

- Have your child remind you what a **habitat** is.
- Show your child the following pictures (you can add more if you like). For each, have your child identify the animal, and draw a picture of the animal in its habitat.

