



NOVA PIONEER







SCHOOLS FOR INNOVATORS & LEADERS


At-Home Learning Pack Term 1 2020







Week of: March 18 to 20

Grade: 2

Recommended Schedule for
 **Wednesday 18 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	 Literacy & Writer's Workshop	Personal Narrative Write a Personal Narrative (a personal story about an event that happened to you)	n/a
9:15 - 9:30	Break		
9:30 - 10:30	 Mathematics	Mental Maths strategies with provided games	n/a
10:30 - 10:45	Break		
10:45 - 11:30	 Kiswahili	Tarakimu(11-25)	Video: Tuhesabu na Akili.
11:30 - 12:15	 Movement	Coronavirus: "We've Got This" Dance and Sing-along	Video: We've Got This
12:15 - 1:00	Lunch		
1:00 - 1:45	 Environmental Studies & CRE	Environmental Studies: Plants	n/a
1:45 - 2:30	 Exploration	Coronavirus in the News Emotional Body Map	Booklet: Child-Friendly Explanation

Recommended Schedule for
 **Thursday 19th March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	 Literacy & Writer's Workshop	Verbs Identify nouns and verbs	n/a
9:15 - 9:30	Break		
9:30 - 10:30	 Mathematics	Mental Maths strategies with provided games	n/a
10:30 - 10:45	Break		
10:45 - 11:30	 Kiswahili	Kusoma ufahamu	n/a
11:30 - 12:15	 Movement	"Beat go pop" zumba dance along	Video: Beat go pop
12:15 - 1:00	Lunch		
1:00 - 1:45	 Environmental Studies & CRE	CRE: Miracles of Jesus	Miraculous Catch of Fish - YouTube
1:45 - 2:30	 Exploration	Coronavirus in the Body: What is it? How does it spread?	Video: Coronavirus Explained! For Kids

Recommended Schedule for



Friday 20th March

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	Syllables Identify syllable breaks in words	n/a
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Mental Maths strategies with provided games	n/a
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	Kusikiliza na Kuzungumza (Chura na Nyati Dume)	Video: Chura na Nyati Dume.
11:30 - 12:15	Movement	Coronavirus: TikTok Dance Challenge	Video: TikTok dance challenge
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	Environmental Studies: Plants	n/a
1:45 - 2:30	Exploration	Coronavirus 101: Hygiene Habits	Video: how does hand sanitizer kill germs?

Literacy & Writer's Workshop Activities

Wednesday, 18 March

Time: 45 - 60 minutes

Learning Goal:

Students will be able to:
Write a Personal Narrative (a personal story about an event that happened to you)

Materials Required:

- Scrap paper (preferably with lines) and writing instruments (such as pen or pencil)

Instructions for Learning:

During Term 1, Students learned to write a story based on an event that they experienced and can recall.

Questions and Discussion prompts:

- What will you be writing about?
- Why is this event/experience significant to you?
- Plan your writing by thinking about and answering the question word prompts:
 - Who
 - Where
 - When
 - What
 - How
 - Why
- Answer the "What happened" prompts as you begin writing your draft:
 - First
 - Next
 - Then
 - Last
- Draw a picture to match your writing.

Thursday, 19 March

Time: 45 - 60 minutes

Learning Goal:

Students will be able to:
Identify nouns and verbs

Materials Required:

- Scrap piece of A4 paper
- Scissors and glue
- Writing and drawing instruments (such as pens and coloured pencils, coloured markers)
- [Noun anchor chart for reference](#)
- [Verb anchor chart for reference](#)
- [Grade 2 Alphabet Verb and Noun template.pdf](#)

Instructions for Learning:

During Term 1, Students learned about Nouns.

- Using the Alphabet Verb and Noun template, Students will attempt to write a noun or a verb example for each letter of the alphabet.
- Thereafter, Students cut the individual squares (each which contain a verb or noun)
- Fold a separate piece of A4 paper in half, label the one side as “VERBS” and the other side/column as NOUNS.
- Sort the words based on whether the word is a noun or verb, and stick the words in the right column.

OPTIONAL:

Questions and Discussion prompts:

- What is a noun?
- What words do you know that are examples of nouns?
- What is a verb?
- What words do you know that are examples of verbs?
- How do you know if a word is a noun or a verb?
- Select any verb and write a sentence with it.
- Select any noun and write a sentence with it.

Friday, 20 March

Time: 45 - 60 minutes

Materials Required:

- [Grade 2_Syllable Clapping](#)
- Scrap paper and writing instrument (such as pen or pencil)

Learning Goal:

Students will be able to:
Identify syllable breaks in words

Instructions for Learning:

During Term 1, Students learned about Syllables and how to break words into syllable breaks..

- Using the Grade 2 Syllable Clapping resource, in this activity, you will assist in helping Students to identify syllables in spoken words by clapping for each syllable.
- Think of a simple word your child would know. Show Student how to clap one time as you say each syllable
- Now try it with words you can identify from your immediate environment with different numbers of syllables.
- Students can write down the different words used and clapped on a scrap piece of paper along with the number of syllable breaks they counted in the different words.

* OPTIONAL [Additional useful website](#)

+ Mathematics Activities

Wednesday, 16th - Friday 18th March

Time: One hour per day

Learning Goal:

Students will

- Compare numbers to see which is less, which is more
- use mental strategies to add and subtract two numbers.
- Use mental strategies to add up to 4 single digit numbers
- Use place value of digits up to 100s
- Use doubling and halving as mental strategies
- Solve problems

Materials Required:

- Pencil and paper
- Dice (Game 1 & 6)
- Pack of cards (Games 2, 3 & 4)
- Beans or counters (Game 5)

Instructions for Learning:

Choose 2 - 4 of the games below to do with your child, or a group of children on each day. Aim to use all the games over the three days. These games are aimed at improving mental maths, as well as understanding of place value, writing of number names and number symbols, comparing and ordering numbers.

If you do not have squared paper at home for Game 6, you can draw a 10 x 10 square grid on paper to use.

Game 1: Dice Game

2 - 4 players

Dice

Take turns to roll the dice.

Use the two numbers to:



- find the difference (subtract the smaller number from the bigger number)
- find the sum (add)
- Add the sum and the difference together to get your score for that round.

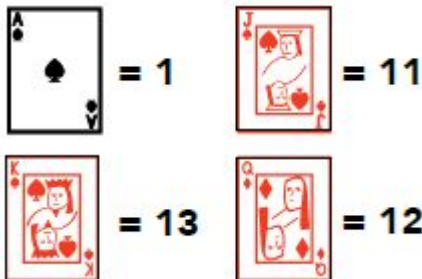
$$\begin{array}{l} 5 + 4 = 9 \\ 5 - 1 = 4 \\ 9 + 4 = 13 \end{array}$$

- After 5 rounds, the player with the highest score is the winner.

Game 2a:

Pack of cards

2 players



Shuffle the pack and lay the cards face down.

Players take turns to flip over 3 - 4 cards, one card at a time, while mentally adding each number they turn over.

They keep a running total of their sum and then write down their totals.

Check their calculations.

Remove the cards that have been used, before continuing with the next player.

Game 2b:

This time use 5 cards.

Game 3a:

2 players
Pencil and paper
Pack of cards

Each player needs a pencil and paper. They draw three lines on a piece of paper, to represent the place values for units, tens and hundreds.

— — —

Players take turns drawing a card from the pack. They must decide which place value position to use each card in.

They continue drawing cards until all three place values are filled in.

The goal is to make the 3-digit number as big as possible.

For example, a player gets these cards:



She makes this number:



7 4 1

Each player reads their number out loud and writes the number in words on a piece of paper. In the example, the player writes “seven hundred and forty one”.

The winner of the game is the player who creates the largest number.

Game 3b:

Change the rules of the game so the object is to create the smallest number. In the example, player 1 writes “one hundred and forty seven”.

Game 4:

For Grade 2 students, you can add 2 cards next to each other instead of 3.

Players deal out the cards face up in 6 rows of 6.

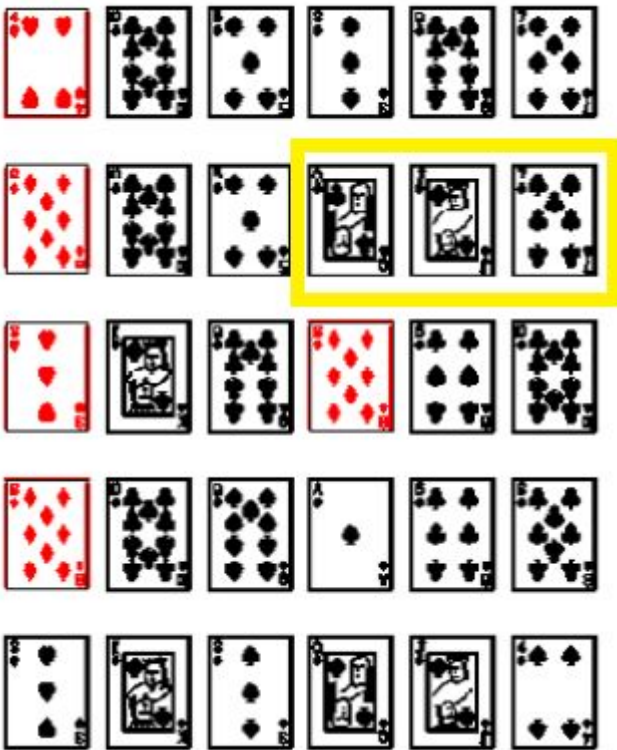
The first player mentally adds 3 cards next to each other on the grid of cards (they can be placed vertically, horizontally, or diagonally) and finds the total without saying anything. The first player then challenges the others to find 3 cards that add up to the total he has found.

He says: "I spy with my little eye, 3 cards that add up to ... 30" (for example).

If the other player finds the three cards correctly, they can take these cards.

Players keep taking turns in this way, playing for 3 or 4 rounds.

At the end, each player adds up the value of their cards, and the highest total wins.



In this example, the player would say, "I spy with my little eye, 3 cards that add up to ... 27"

Game 5: Bean Salad

You can use any objects (or groceries) that come in two colours (fruit, vegetables, biscuits, sweets).

Work out how many of each colour go into each salad and show the answers with beans or counters.



For each question, work out how many beans there are altogether.

Salad 1 There are 2 white beans. There are 3 more red beans than white beans.	Salad 7 There are 4 more red beans than white beans. There are 8 white beans.
Salad 2 There are 8 red beans and 4 more white beans than red beans.	Salad 8 There are 6 white beans and 5 red beans.
Salad 3 There are 6 white beans and 3 less red beans than white beans.	Salad 9 There are 5 more red beans than white beans. There are 7 white beans.
Salad 4 There are 12 red beans and 7 less white beans than red beans.	Salad 10: There are 10 white beans. There are half as many red beans.
Salad 5 There are 13 white beans and 6 less red beans than white beans.	Salad 11: There are 7 red beans and double as many white beans.
Salad 6 There are 14 red beans and 10 less white beans than red beans.	Salad 12: There are 12 red beans and half as many white beans.

Game 6: Twenty or bust

1 - 2 players

Each player takes a turn to throw one dice. They write down the number. On each next turn, they add the number they throw. The aim is to get to a total of exactly 20, by adding the numbers they throw.

If they throw and the number makes their total more than 20, they are "bust".

The winner is the one who gets a total closest to 20 without going bust.



🗨️ Kiswahili Activities (KE)

Wednesday, 18 March

Muda: Dakika 45

Vifaa vinavyohitajika:

Lengo la somo:

Mwanafunzi aweze kutambua na kuandika tarakimu(11-25)

- [Video: Tuhesabu na Akili.](#)
- Kalamu na penseli.
- Karatasi/Daftari

Maagizo ya somo:

- Katika kipindi hiki, mwanafunzi atajikumbusha jinsi ya kuhesabu nambari 11-25.
- Mwanafunzi asikilize na kutazama video iliyoambatanishwa na kazi hii.
- Video yenyewe ni ndefu kwa hivyo ni vyema aitazme kwa muda wa dakika za kwanza 15 tu.
- Mwanafunzi akamilishe mraba huu kwa kujaza nambari palipo na pengo.

10	_____	_____	13
14	_____	16	_____
_____	19	_____	_____
22	_____	_____	25

- Soma sentensi hizi kwa sauti.
 1. Alinunua matunda **kumi na moja** sokoni.
 2. Kaka ana miaka **kumi na miwili**.
 3. Basi la shule lina viti kumi **ishirini na vitano**.
 4. Nyumbani tumefuga kuku **kumi na tisa**.
 5. Mkulima amepanda miti **kumi na sita**.

Kamilisha jedwali hili.

Nambari	Maneno
11	Kumi na moja
12	Kumi na _____
13	Kumi na _____
14	Kumi na _____
15	Kumi na _____
16	Kumi na _____

17	Kumi na saba.
18	Kumi na_____
19	Kumi na_____
20	Ishirini
21	Ishirini na moja.
22	Ishirini na mbili.
23	Ishirini na_____
24	Ishirini na_____
25	Ishirini na_____

Thursday, 19 March	
Muda: Dakika 45	Vifaa vinavyohitajika: <ul style="list-style-type: none"> ● Hadithi ● Kalamu na penseli. ● Karatasi/Daftari
Lengo la Somo: Mwanafunzi aweze: Kusoma na kujibu maswali ya ufahamu	
Maagizo ya somo: <ul style="list-style-type: none"> ● Katika kipindi hiki, mwanafunzi atasoma hadithi na kuyajibu maswali yanayofuata. 	
Hekima na Zohali.	
<p>Hekima na Zohali walikuwa wanafunzi katika shule ya Heri Njema. Walikuwa Gredi ya pili. Mwalimu Mkuu aliwalamiza wanafunzi wasichelewe kwenda shuleni. Zohali alikuwa mvivu sana. Hakupenda kusoma. Siku moja, Zohali aliamshwa na mama yake aende shuleni. Alibeba mkoba wenye vifaa vya shuleni.</p> <p>Mkoba ulikuwa na kalamu, vitabu na tabuleti. Zohali hakwenda shuleni. Alijificha katika shamba la shule. Aliwatazama wanafunzi wakienda gwarideni. Wanaskauti walipandisha bendera. Wanafunzi waliimba wimbo wa taifa. Zohali aliwatazama akiwa shambani. Gwaride lilikamilika. Wanafunzi walielekea madarasani. Walimu walibeba vitabu na vipakatalishi vyao na kwenda darasani. Zohali aliendelea kulala shambani.</p> <p>Wakati wa mapumziko, kengele ililia na wakatoka nje kucheza. Hekima alikuwa kiranja wa darasa. Alimwona Zohali shambani. Alimshika mkono na kumpeleka kwa</p>	

Mwalimu Mkuu. Zohali aliulizwa ni kwa nini hakuenda darasani. Alisema kuwa alikuwa mgonjwa. Mwalimu alimwambia aje na mzazi wake. Zohali alilia sana.

Maneno mapya.

Mwalimu mkuu: Mwalimu kiongozi wa shule.

Mapumziko: Wakati wa kupumzika baada na kabla ya masomo shuleni.

Vipakatalishi: kwa umoja ni kipakatalishi. Kompyuta au tarakilishi ndogo.

Gwaride: Mkusanyiko wa wanafunzi ili kufanya shughuli kama kupandisha bendera.

Wimbo wa Taifa: Wimbo unaolitambulisha taifa la Kenya miongoni mwa mataifa mengine.

Maswali.

1. Mwalimu aliwahimiza wanafunzi_____
2. Mama yake Zohali alimpa vifaa vipi vya shuleni?_____,_____na_____.
3. Wanaskauti walipandisha _____kwenye mlingoti.
4. Taja vifaa ambavyo mwalimu alibeba._____na_____.
5. Nani aliyemwona Zohali shambani?_____.

Friday, 20 March

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kusikiliza masimulizi ya video na kujibu maswali kuhusu masimulizi hayo.

Vifaa vinavyohitajika:

- [Video: Hadithi Chura na Nyati dume](#)

Maagizo ya Somo:

- Katika kipindi hiki, mwanafunzi atasikiliza hadithi ikisimuliwa kwa njia video.
- Video inachukua muda wa dakika kumi.
- Maswali haya yatamwongoza mwanafunzi wakati wa kusikiliza hadithi.

Maswali mwongozo.

1. Ni wahusika gani wako katika hadithi?
2. Vyura walikuwa wakiishi wapi?
3. Chura aliyekuwa mkubwa zaidi ni yupi?
4. Chura aliyetitwa Max alikuwa na sifa gani?
5. Tunajifunza nini kutoka katika hadithi hii?
 - Mwanafunzi atazame video huku akiyarejelea maswali yanayofuata.
 - Mwanafunzi atahitaji msaada katika kujibu baadhi ya maswali.
 - Funzo la somo hili ni lipi? “ *Kila mtu ana kipaji na uwezo wako. Hatufai kujilinganisha na wenzetu kwa kila jambo. Kila mtu ana uwezo wake binafsi.*”

Zoezi la hiari.

Chora wahusika wakuu wa hadithi hii (Chura Max na Nyati dume)

Movement Activities

Wednesday, 18 March

Time: 45 minutes

Learning Goal:

Learners watch the Ndlovu choir video and sing and dance along

Materials Required:

- Youtube video:
<https://www.youtube.com/watch?v=GN94pZqP1Rc>

Instructions for Learning:

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

Thursday, 19 March

Time: 45 minutes

Learning Goal:

Learners watch the Beat go pop video and dance along

Materials Required:

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

Instructions for Learning:

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

Friday, 20 March

Time: 45 mins

Learning Goal: Students will perform the TikTok Coronavirus Dance Challenge

Materials Required:

- [Video: TikTok Coronavirus Dance Moves](#)

Instructions for Learning:

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

Wednesday, 18 March
Environmental Studies: Plants

Time: 45 minutes

Learning Goal:

Students will:

- Research facts about flowers and make a poster with their facts

Materials Required:

- Drawing paper
- Drawing materials (crayons, markers, pencils, etc)
- (Optional) Internet to research flowers

Instructions for Learning:

- Ask your child to research some of their own facts about flowers and use them to make a poster.
- They could be assigned specific flower types for their research, such as 'Kenya wild flowers', 'warm weather flowers', or 'flowers commonly considered to be weeds'.
- Children could also discuss how they have seen flowers grown (e.g. in gardens, greenhouses, wild flowers growing naturally in fields, etc.). Why do they think different flowers are grown in different environments?

As a reference, you can show them this sample poster:



Bet you didn't know! **8 FUN FACTS ABOUT FLOWERS**

- 1** Bronze Age people used bluebells to make glue.
- 2** Anthrophobia is the fear of flowers.
- 3** Moonflowers only bloom at night.
- 4** In the 1600s, tulip bulbs were more valuable than gold.
- 5** Broccoli is both a flower and a vegetable.
- 6** A sunflower's centre contains up to 2,000 tiny flowers called florets.
- 7** Roses are related to cherries, raspberries, strawberries, peaches, plums and nectarines.
- 8** The corpse flower smells of rotting flesh.

24 NATIONAL GEOGRAPHIC KIDS

Thursday, 19 March
CRE: Miracles of Jesus

Time: 45 minutes

Learning Goal:

Students will:

- Retell the story of the Miraculous Catch of Fish
- Write 1 way they will be a fisher of men

Materials Required:

- [Miraculous Catch of Fish - YouTube \(Optional\)](#)
- Drawing paper
- Drawing materials (crayons, markers, pencils, etc)

Instructions for Learning:

- Remind child that we have been learning about the miracles of Jesus in CRE.
- Ask child to retell the story of the Miraculous Catch of Fish.
 - Optional: watch the YouTube video that retells the story
- Ask the child to write 1 way they will be a Fisher of Men (telling others the word of Jesus). Have the child illustrate their sentence.
 - Ex) *I will be a fisher of men by...*

Friday, 20 March

Environmental Studies: Plants

Time: 45 minutes

Learning Goal:

Students will:

- Germinate their own seeds

Materials Required:

- Fresh seeds of your choice such as pumpkins seeds, flower seeds, bean seeds or herb seeds
- Good quality soil
- A container to hold the soil and your seeds.
- Water
- Light

Instructions for Learning:

- Learn about seed germination with this fun science experiment for kids. Plant some seeds and follow the growth of the seedlings as they sprout from the soil while making sure to take proper care of them with just the right amount of light and water.

Instructions for children:

1. Fill the container with soil.
2. Plant the seeds inside the soil.
3. Place the container somewhere warm, sunlight is good but try to avoid too much direct sunlight, a window sill is a good spot.

4. Keep the soil moist by watering it everyday (be careful not to use too much water).
5. Record your observations as the seeds germinate and seedlings begin to sprout from the seeds.

What's happening?

Hopefully after a week of looking after them, your seedlings will be on their way. Germination is the process of a plant emerging from a seed and beginning to grow. For seedlings to grow properly from a seed they need the right conditions. Water and oxygen are required for seeds to germinate. Many seeds germinate at a temperature just above normal room temperature but others respond better to warmer temperatures, cooler temperatures or even changes in temperature. While light can be an important trigger for germination, some seeds actually need darkness to germinate, if you buy seeds it should mention the requirements for that specific type of seed in the instructions.

Continue to look after your seedlings and monitor their growth. For further experiments you could compare the growth rates of different types of seeds or the effect of different conditions on their growth.

Exploration Activities

Wednesday, 18 March

Time: 45 mins

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

Materials Required:

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

Instructions for Learning:

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

Thursday, 19 March

Time: 45 mins

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

Materials Required:

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

Optional:

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

Preparation Notes:

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

Instructions for Learning:

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

Friday, 20 March

Time: 45 mins

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

Materials Required:

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

Optional:

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

Preparation Notes:

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

Instructions for Learning:

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