



NOVA PIONEER

SCHOOLS FOR INNOVATORS & LEADERS

At-Home Learning Pack Term 1 2020

Week of: March 23 to 27

Grade: 2

Recommended Schedule for



Monday 23 March

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	Story Reading 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	Skip counting in 2s, 3s, 5s and 10s	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	Kuambatanisha silabi ili kuunda maneno	Video _Irabu za Kiswahili.
11:30 - 12:15	Movement	Paper-plate-skating	https://handsonaswegrow.com/paper-plate-skating/
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	Environmental Studies: Plants	N/A
1:45 - 2:30	Exploration	SEL Moment: How Is My Body Feeling?	N/A

Recommended Schedule for



Tuesday 24 March

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	Punctuation Add capital letters and full stops correctly to sentences.	N/A
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Counting and representing numbers to 100	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	Kusoma: Kusoma sentensi	N/A
11:30 - 12:15	Movement	Dance with the Trolls	https://www.youtube.com/watch?v=KhfkYzUwYFk&app=desktop
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	CRE: Miracles of Jesus	Jesus Calms the Storm (Youtube) - Optional
1:45 - 2:30	Exploration	SEL Moment: Counting Breaths	N/A

Recommended Schedule for



Wednesday 25 March

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	Writing Write a Personal Narrative (a personal story about something exciting that happened to you)	N/A
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Compare and order more than 2 three-digit numbers to 1000; identify the greatest and smallest numbers in a set of 3-digit numbers.	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	Kusikiliza na Kuzungumza: Kusikiliza hadithi.	Swahil Stories Hadithi ya Muuza Kofia na Kima
11:30 - 12:15	Movement	Balloon striking	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	Environmental Studies: Plants	N/A
1:45 - 2:30	Exploration	SEL Moment: Using Mantras	N/A

Recommended Schedule for









Thursday 26 March

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	Parts of Speech: Nouns and Verbs Sort and group a selection of words as nouns or verbs	N/A
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Number patterns Odds and evens	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	Kuandika : Kuandika maneno kwa hati nadhifu	N/A
11:30 - 12:15	Movement	Movement dice	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	CRE: Miracles of Jesus	Jesus heals man with withered hand (Youtube) - Optional
1:45 - 2:30	Exploration	SEL Moment: What are my Strengths? (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	Compound Words Use the word list to make compound words	N/A
9:15 - 9:30	Break		
9:30 - 10:30	 Mathematics	Add and subtract to 1000 Word problems	N/A
10:30 - 10:45	Break		
10:45 - 11:30	 Kiswahili	Kusoma: Kusoma kifungu kifupi na kujibu maswali.	Hadithi Adhabu ya Rahim. https://www.africanstorybook.org/
11:30 - 12:15	 Movement	Pick your favorite activity from the week and do it again	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	 Environmental Studies & CRE	Environmental Studies: Plants	N/A
1:45 - 2:30	 Exploration	SEL Moment: Solving Problems (Culture Principles)	N/A

Literacy & Writer's Workshop Activities

Monday, 23 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 [“When Do Hippos Play?”](#) 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 talk about the story. Here are some Questions and Discussion prompts:
 - What time of the day is the author referring to, do you think, when the author says “The sun fell away and it rested a while.”
 - Identify and list 3 examples of verbs in this story.
 - Why did the hippos think the elephants and the rhinos were fools?
 - Talk about what the hippos are doing in the water.
 - Did the fish enjoy swimming with the hippos? Where in the story does the author tell you that?
 - What do hippos eat?
 - According to the story, True or False: The sun rises up from the east.
 - Do the elephants and rhinos know what the hippos get up to at night while they are sleeping?
 - Does what the hippos do at night sound like fun?
 - Did you like the story? Why or why not?

Tuesday, 24 March

Time: 45 - 60 minutes

Learning Goal:

Students will be able to:
Add capital letters and full stops correctly to sentences.

Materials Required:

- Sentences needing correction (printed copy or in written out form)
- Scrap paper and writing instruments (such as pen or pencil)

Instructions for Learning:

During Term 1, Students learned about full stops and capital letters and where to use them.

- First, ask Student to explain what a capital letter is and when a capital letter is used?

(a capital letter is the uppercase form of any of the letters of the alphabet and are used when we write our names, the names of someone or some place or at the beginning of a sentence)

- 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)

- 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.)

- Read each of the sentences with Students individually.

1) sam went to fly his kite

2) sarah had toast for breakfast

3) john didn't go to school today

4) the car was travelling very fast

5) there was a castle on top of the hill

- Students to add a capital letter and full stop in the correct place
- Rewrite the correct sentence .

Wednesday, 25 March

Time: 45 - 60 minutes

Materials Required:

- Scrap paper and a variety of writing and drawing instruments (such as a pen, pencils, coloured crayons and markers)

Learning Goal:

Students will be able to:

Write a Personal Narrative (a personal story about something exciting that happened to you)

Instructions for Learning:

During Term 1, Students learned to write a story based on something that happened to them or something they experienced which was interesting and fun.

Questions and Discussion prompts:

- What will you be writing about?
- Here are some possible writing prompts:
 - ★ A holiday experience
 - ★ A birthday party
 - ★ A new family member
 - ★ A new pet
 - ★ An outing with family or friends
- 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 to sequence your writing as you begin writing your draft:
 - First
 - Next
 - Then
 - Last
 - Draw a picture to match your writing.

Thursday, 26 March

Time: 45 - 60 minutes

Learning Goal:

Students will be able to:
Sort and group a selection of words as nouns or verbs

Materials Required:

- Word list (printed, written or from screen)
- Grouping template (printed or hardcopy made)
- 2 different coloured writing instruments (such as markers, crayons or pencils)

Instructions for Learning:

During Term 1, Students learned that nouns and verbs are parts of speech. Students should be able to identify nouns and verbs and sort them accordingly.

- Ask Students to explain what a noun and a verb is.
- Read the word list with Students:

Friday, 27 March

Time: 45 - 60 minutes

Materials Required:

- Word list (hard or soft copy)
- Scrap paper and writing instrument (such as pen or pencil)

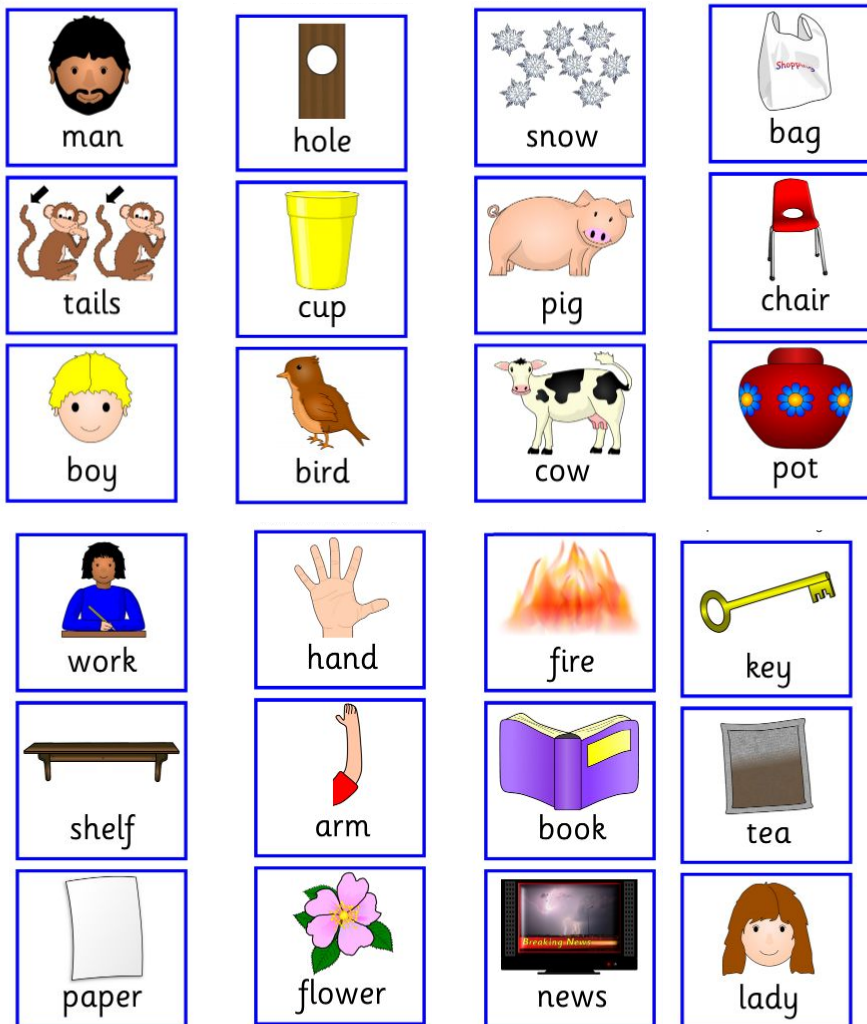
Learning Goal:

Students will be able to:
Use the word list to make compound words

Instructions for Learning:

During Term 1, Students learned that Compound words are formed when two or more words are put together to form a new word with a new meaning.

- Look and read through the word list:



- Use any of the words from the word list to make a new compound word.
- Write as many compound words as you can make.

+Mathematics Activities

Monday, 23 March

Time: 45 minutes

Learning Goal:

The student will:

Practise counting in groups of 2, 3, 5 and 10.

Materials Required:

- Pencil and exercise book
- Beans, stones, pasta pieces
- Blocks that can be built up in towers
- cups, knives and forks, pairs of socks even!
- Activity sheets below

Instructions for Learning:

In school, your child has been counting in groups of objects.

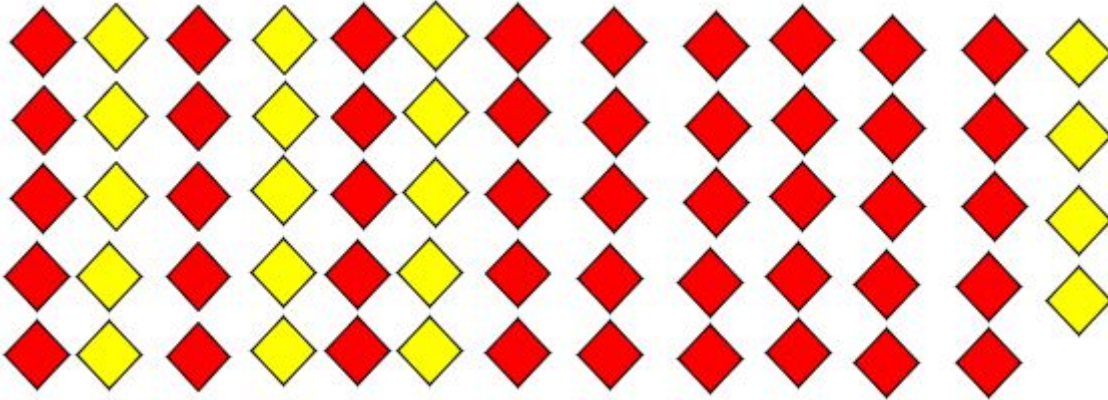
Do some counting with him, counting in 2s, 3s, 5s and 10s using objects e.g. towers of blocks, stones, cups, knives and forks, pairs of socks even!

Then do some counting using the pictures below, or other pictures that you have at home.

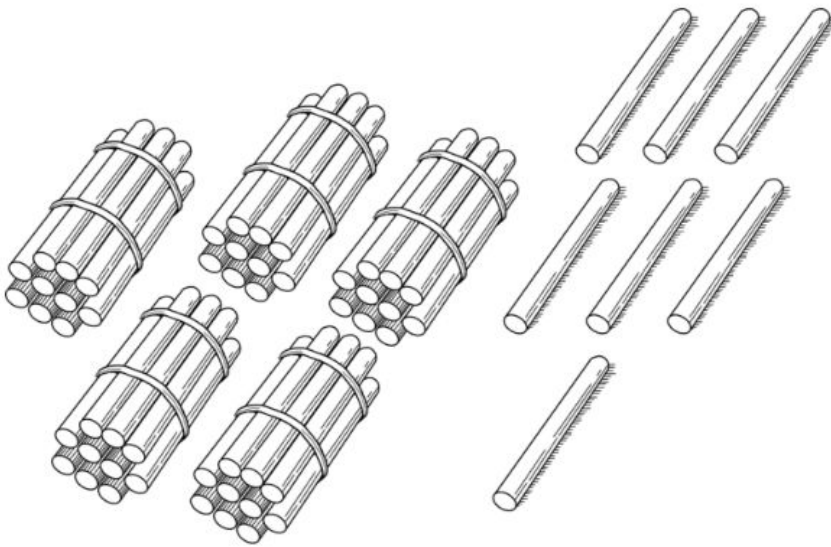
1. How many stars? Count in 5s.



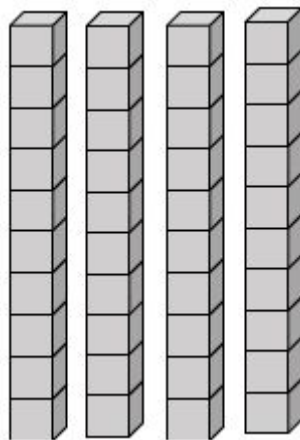
2. Make groups of 5 shapes by drawing a box around each group. Count in 5s to work out how shapes there are altogether.



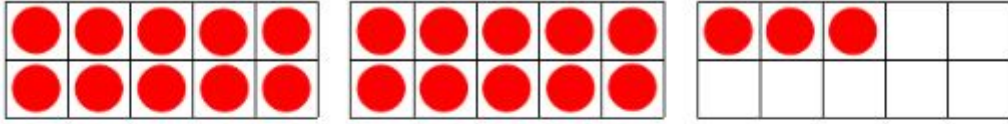
3. How many bundles of sticks?
How many sticks in each bundle?
Count in 10s. How many sticks altogether?



4. How many blocks in a tower of blocks? How many blocks altogether?



5. How many dots are in the first ten frame?
How many dots altogether?



Tuesday, 24 March

Time: 45 minutes

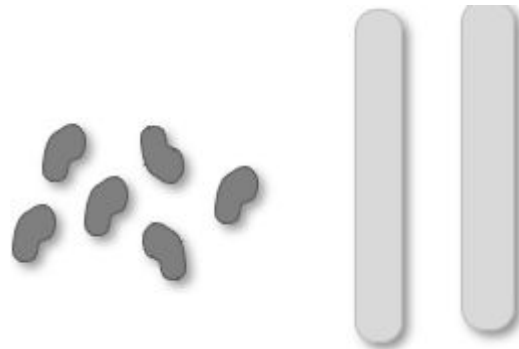
Learning Goal:

The student will:

Count and represent numbers to 100

Materials Required:

- Pencil and exercise book
- Beans or pasta, glue and thin card or ice cream sticks or alternative
- If possible, unifix cubes, counters, or ten-bean sticks



Instructions for Learning:

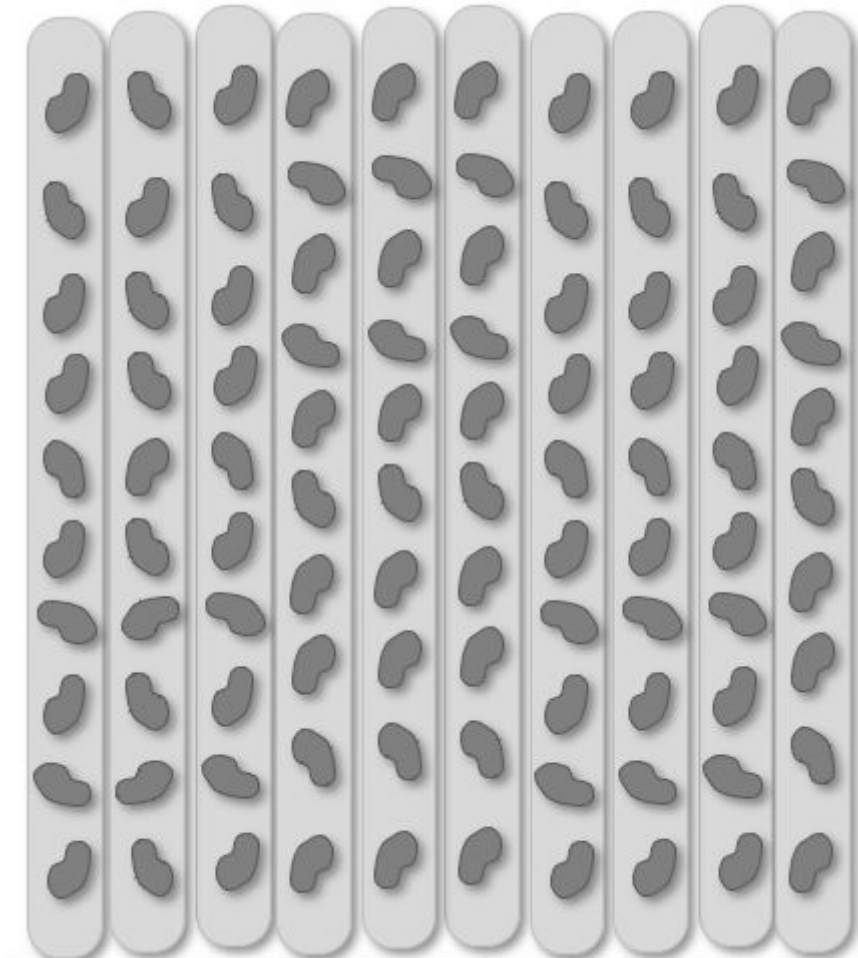
With your child, make a ten-bean stick (and 100-bean stick) as follows:

1. Put a line of glue on an ice cream stick.
2. Stick ten beans onto the stick.



- 3. If your child is ready to work with hundreds, you can glue ten sticks together to represent 100. Start with putting two sticks together, one empty and one with beans. Ask how many beans we will have if you put 1, then 2, then 3 ... Up to 10 beans on the next stick. Glue the beans onto the next stick, counting as you go.

- You can leave the rest of the “project” of making 100-bean sticks to your child, providing help where he needs it.



Ask your child questions about the 100-bean sticks such as:

How many beans on 2 sticks?

How many beans on 5 sticks?

How many sticks are needed to put 30 beans on them?

How many sticks are needed for 100 beans?

Show me 4 sticks of beans and 3 loose beans. How many beans altogether?

Write down the number. (43)

Wednesday, 25 March

Time:

Learning Goal:

The student will
Compare and order numbers up to 1000

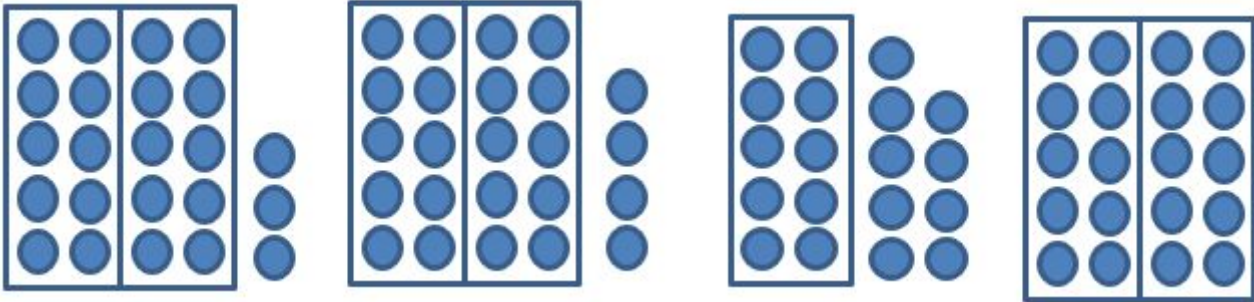
Materials Required:

- Pencil and exercise book
- Beans, stones, pasta pieces
- Blocks that can be built up in towers
- Activity sheets below

Instructions for Learning:

Students have been comparing numbers to see which is more, which is less. For example, here are 4 pictures of ten frames.

1. Ask your child which has the most counters? Which has the least counters? (They can answer this by looking at each picture - and without counting by comparing the groups of ten first and then the loose counters.)



Then they can write down the number that each picture represents. Lastly, ask them to put the numbers in order from the biggest to the smallest number (29, 24, 23, 20) and from the smallest to the biggest (20, 23, 24, 29).

2. Ask your child to show these numbers in ten frames, with counters or with 10-bean sticks.
3. Then ask her to write the numbers from the biggest to the smallest.

17 25 18 22 20

Ask more questions such as

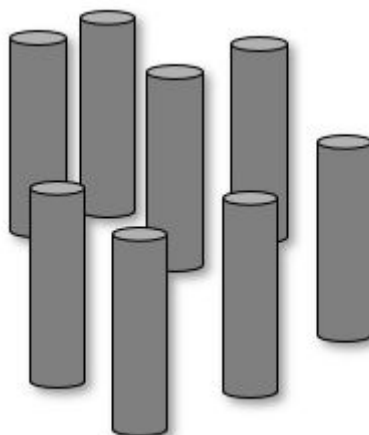
- What number is one less than 25?
- What number is one more than 18?
- Which is more?

99 or 89?

65 or 56?

78 or 87?

-If there are 10 blocks in each of these containers, how many blocks altogether?



Thursday, 26 March

Time:

Learning Goal:

The student will count in 2s, 3s, 4s, 5s, 6s and 10s to 100 starting at any number

Materials Required:

- 100 number chart
- Number search below
- Counters to put on the 100-chart to help with counting

Instructions for Learning:

1. Ask your child to practise some counting using the 100-chart provided.
For example:

- Count in 2s from 32 to 52.
- Count back in 2s from 82 to 56.
- Count in 5s from 50 to 90.
- Count back in 5s from 75 to 15.
- Count in 10s from 20 to 90.
- Count back in 10s from 80 to 10.
- Count in 2s from 86 to 100.
- Count back in 2s from 54 to 24.
- Count in 5s from 35 to 95.
- Count back in 5s from 100 to 50.
- Count back in 10s from 100 to 10.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

2. Your child has probably completed a wordsearch, in which he circles the words in identifies in a grid of letters.

This is a number search. The number patterns are hidden with the grid. The first pattern is circled already.

Find the number pattern and circle it.

✓ Count up by 1's from 5 to 10

Count up by 2's from 12 to 22

Count down by 2's from 48 to 38

Count down by 4's from 86 to 66

Count up by 3's from 9 to 24

Count down by 5's from 65 to 40

Count up by 5's from 30 to 55

Count up by 6's from 25 to 55

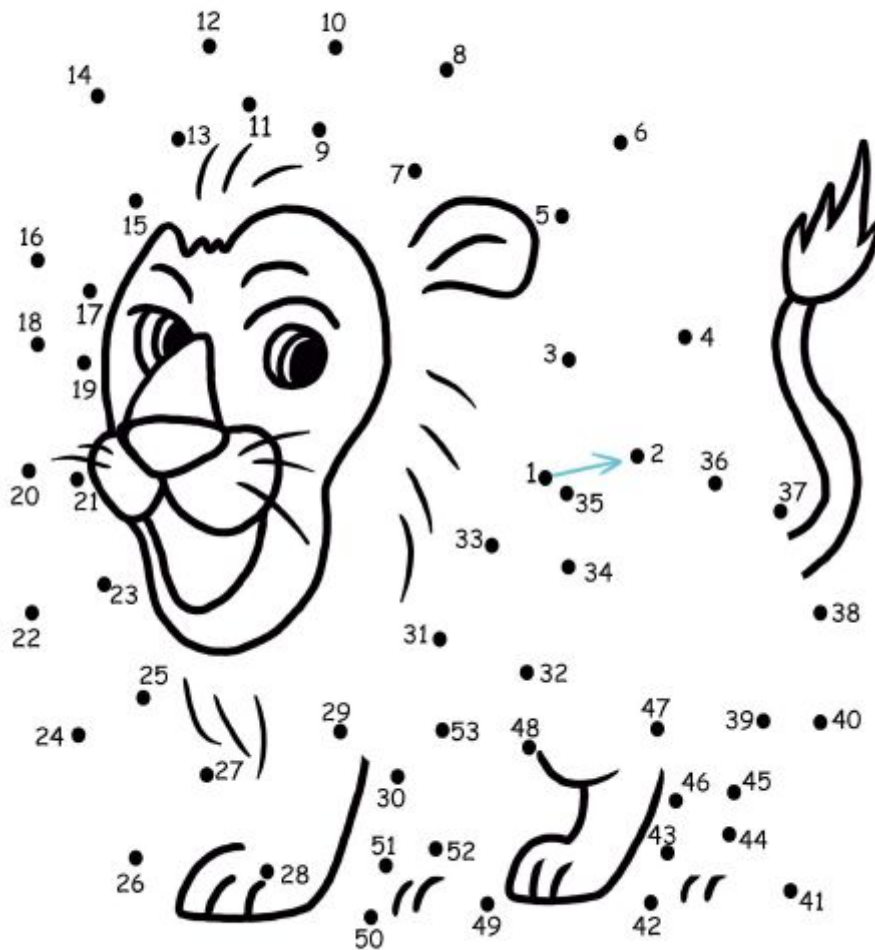
Count up by 10's from 50 to 100

Count down by 10's from 90 to 40

86	87	9	12	15	18	21	24	45	46
16	18	20	24	65	60	55	50	45	40
36	38	40	42	44	46	48	50	52	54
5	10	48	46	44	42	40	38	20	40
45	50	60	30	35	40	45	50	55	95
10	20	30	5	6	7	8	9	10	12
60	65	70	75	80	85	30	20	10	0
45	50	12	14	16	18	20	22	80	90
4	25	31	37	43	49	55	10	20	30
86	82	78	74	70	66	2	4	6	8
45	50	90	80	70	60	50	40	25	30
5	10	15	20	50	60	70	80	90	100

Additional fun!
Join the dots

Connect the dots and Color!
Smiling Lion



 Education.com

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Friday, 27 March

Time: 45 minutes

Learning Goal:

The student will use place value tables and blocks to represent numbers to 1000.

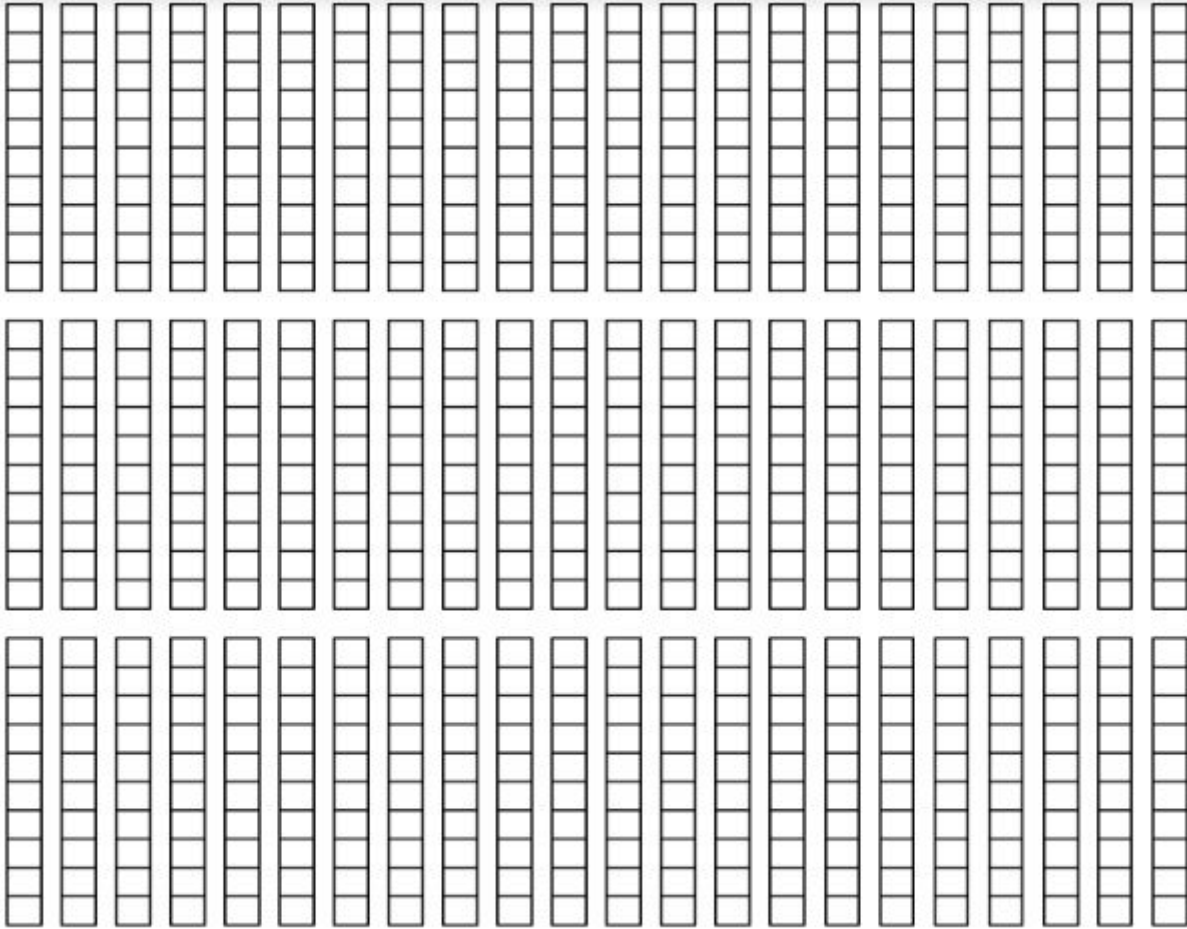
Materials Required:

- Blocks
- 100-bean sticks
- Worksheets

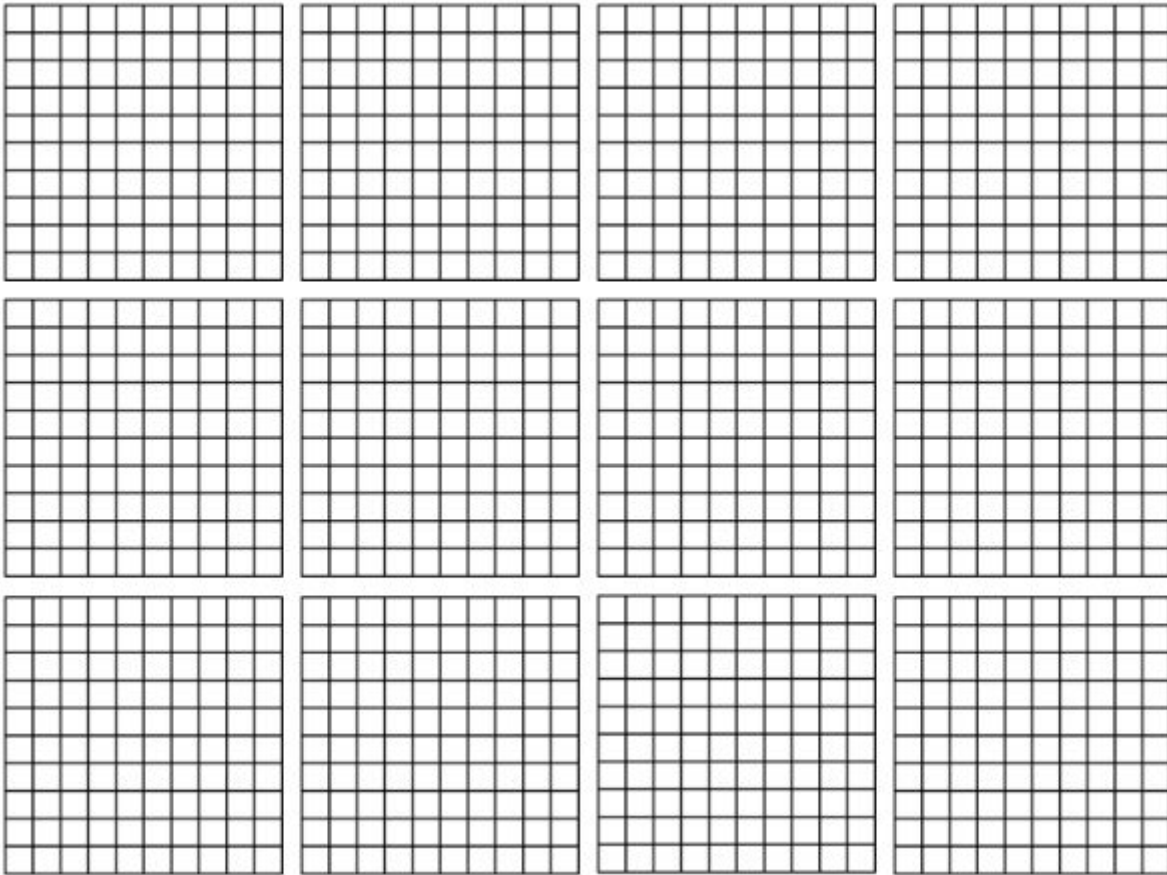
Instructions for Learning:

Talk about the number 1000 with your child. How big is one thousand? Is it bigger than 100? How much bigger? Can you count in 100s until you get to 1000? Does one thousand come after 900 if you are counting in ones? (No. We have to count right up to 999 before we get to 1000)

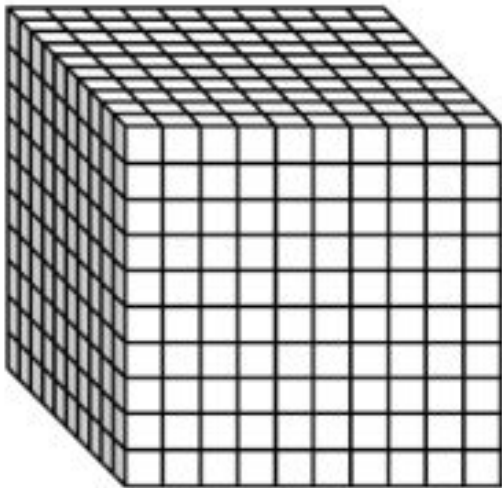
Here are picture representations. Talk about the number of blocks in one tower (10), the number of towers in one “flat” (100) and the number of flats in one cube. Ask your child to count in 10s using the towers of blocks e.g. from 30 to 80.



Check with your child that the flats below are made up of 10 ten towers. Ask your child to count in 100s using the “flats”, e.g. from 500 to 1000.



Talk about this cube. Check with your child that it is made up of 10 flats. We have counted the flats in 100s to get 1000.



Match the blocks with the correct number.

305

120

230

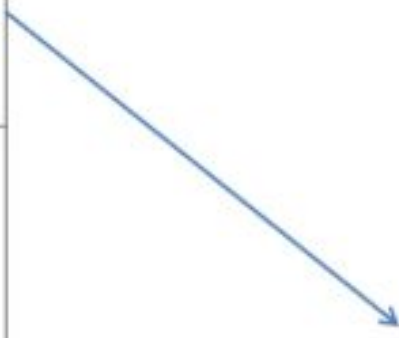
320

154

262

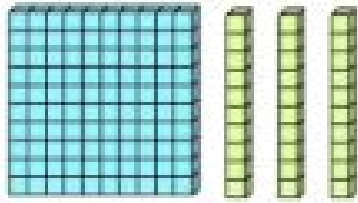
210

226



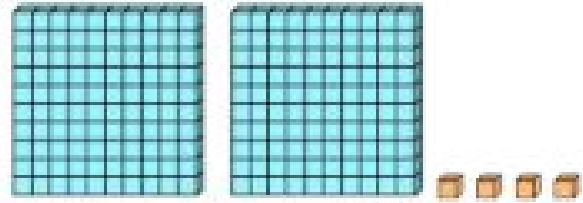
Write down how many blocks are in each set.

1)



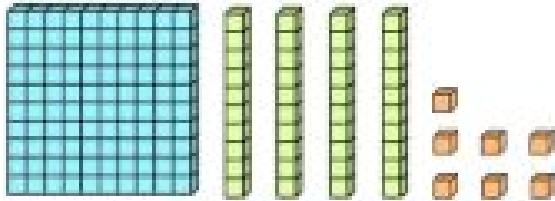
_____ blocks

2)



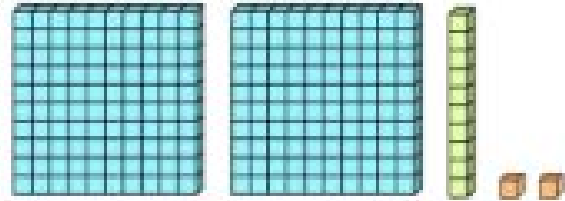
_____ blocks

3)



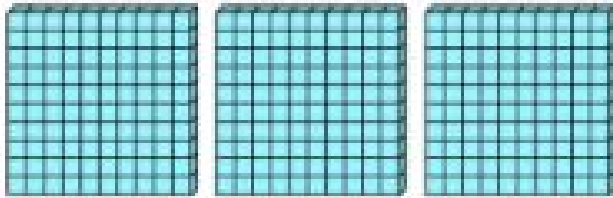
_____ blocks

4)



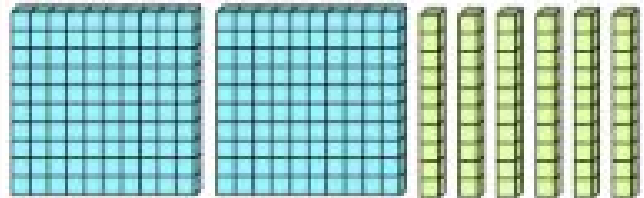
_____ blocks

5)



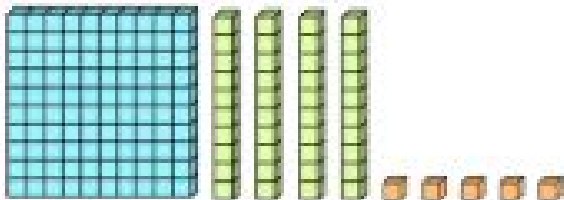
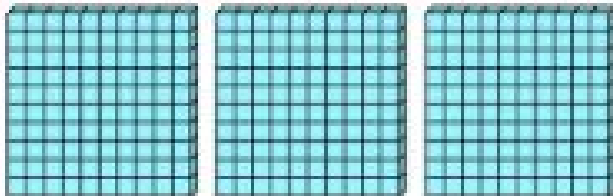
_____ blocks

6)



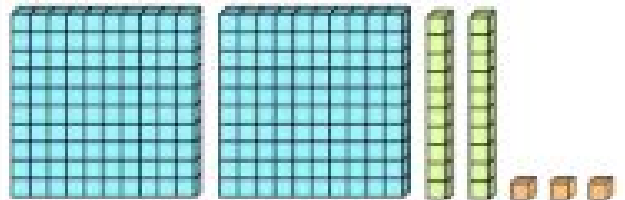
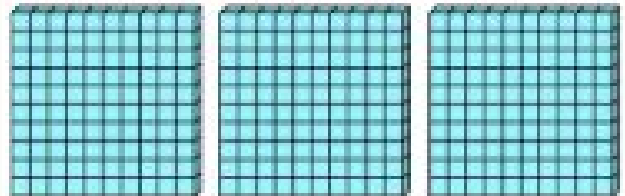
_____ blocks

7)



_____ blocks

8)



_____ blocks

🗨️ Kiswahili Activities (KE)

Monday, 23 March

Muda:

Lengo la Somo:

Mwanafunzi aweze kuunganisha silabi mbalimbali ili kuunda maneno ya Kiswahili.

Vifaa vinavyohitajika:

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

Maagizo ya Somo:

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

Silabi za Kiswahili(a-p)

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

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

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

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



Pa+ka= Paka.



la + la=lala



VectorStock

VectorStock.com/20408769

o +ga=oga



pa+pa=papa



shutterstock.com • 1131085073

_____ + _____ = _____



_____ + _____ = _____

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

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

Tuesday, 24 March

Muda: Dakika 45

Lengo la Somo:

Kusoma kwa ufasaha maneno na sentensi fupifupi.

Vifaa vinavyohitajika:

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

Maagizo ya Somo:

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

Soma maneno haya.

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

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

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

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

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

Soma sentensi hizi.



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1. Paka wa jirani amelala.



2. Bibi anapumzika kitini.



3. Kaka amebeba mzigo mzito.



4. Kuku ametaga yai kubwa.

9

5. Tisa ni kubwa kuliko sita.

Maelezo zaidi.

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

Wednesday, 25 March

Muda: Dakika 45

Lengo la Somo:

Vifaa vinavyohitajika:

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

Maagizo ya Somo:

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

Tazama picha hizi. Je unawafahamu wanyama hawa?



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

Kabla ya kusikiliza hadithi. Anaweza kujiuliza maswali haya.

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

Maswali

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

Thursday, 26 March

Muda:

Lengo la Somo:

Mwanafunzi aweze kuandika maneno na sentensi kwa hati nadhifu.

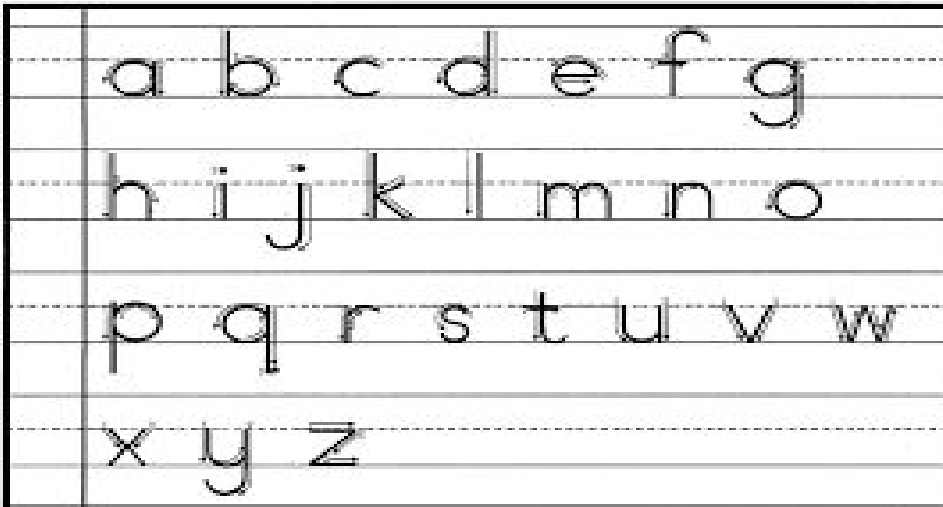
Vifaa vinavyohitajika:

- Karatasi/Daftari.
- Penseli.
- [Karatasi maalum ya kufanyia zoezi la](#)

Maagizo ya Somo:

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

Hati bora.



Mifano ya sentensi.

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

Friday, 27 March

Muda:

Lengo la Somo:

Mwanafunzi aweze kusoma kifungu kifupi na kujaribu kuyajibu maswali yanayofuata.

Vifaa vinavyohitajika:

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

Maagizo ya Somo:

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

Adhabu ya Rahim.

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

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

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

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

Hakuweza kutulia!

Mama alipomwuliza alijibu kwa sauti ya chini, "Naumwa na tumbo." Hiyo ilikuwa adhabu mbaya kuliko kama Rahim angechapwa na mama. Alipopata nafuu, Rahim alituomba msamaha. Aliahidi kuwa hataiba tena.

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

Maswali.

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

Kazi ya hiari.

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



Movement Activities

Monday, 23 March

Time: 10-15 min

Learning Goal:

Students will be able to keep their balance while skating on a paper plate

Materials Required:

- Video: <https://handsonaswegrow.com/paper-plate-skating/>
- Paper plates

Instructions for Learning:

- Students will grab a couple of paper plates.
- Students will step on them and skate around the house.

Tuesday, 24 March

Time:

Learning Goal:

Students will copy the moves of the "Trolls" movie characters to compose a dance

Materials Required:

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

Instructions for Learning:

- Students will copy the moves of the Trolls characters.
- Students will also freeze themselves by not moving at all.
- 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: 20 min

Learning Goal:

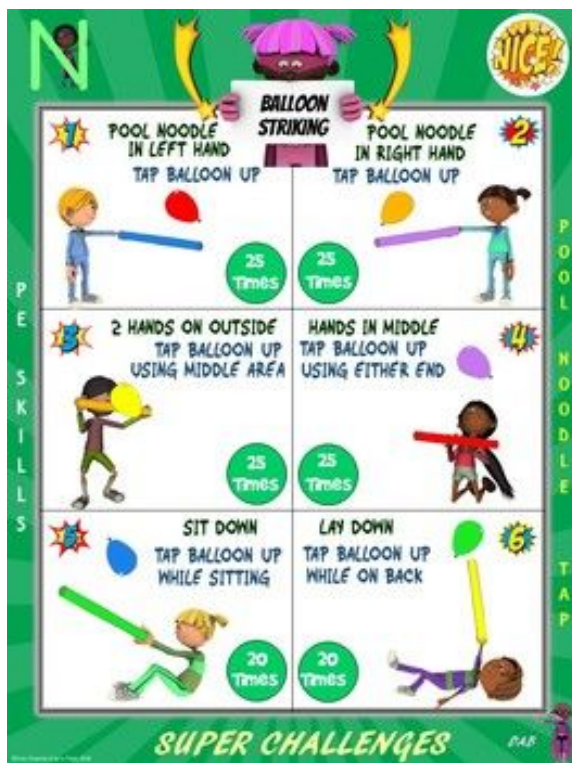
Students will practice their eye and hand coordination skills

Materials Required:

- Balloon striking instruction page
- Pool noodle / ruler / hockey stick / tennis racket
- Balloon / light ball

Instructions for Learning:

- Students will read the balloon striking challenge worksheet instructions.
- Students will start at picture one and end at picture 6.
- Students can have a competition with other family members and determine who is the Striker king in your house



Thursday, 26 March

Time: 20min

Learning Goal:

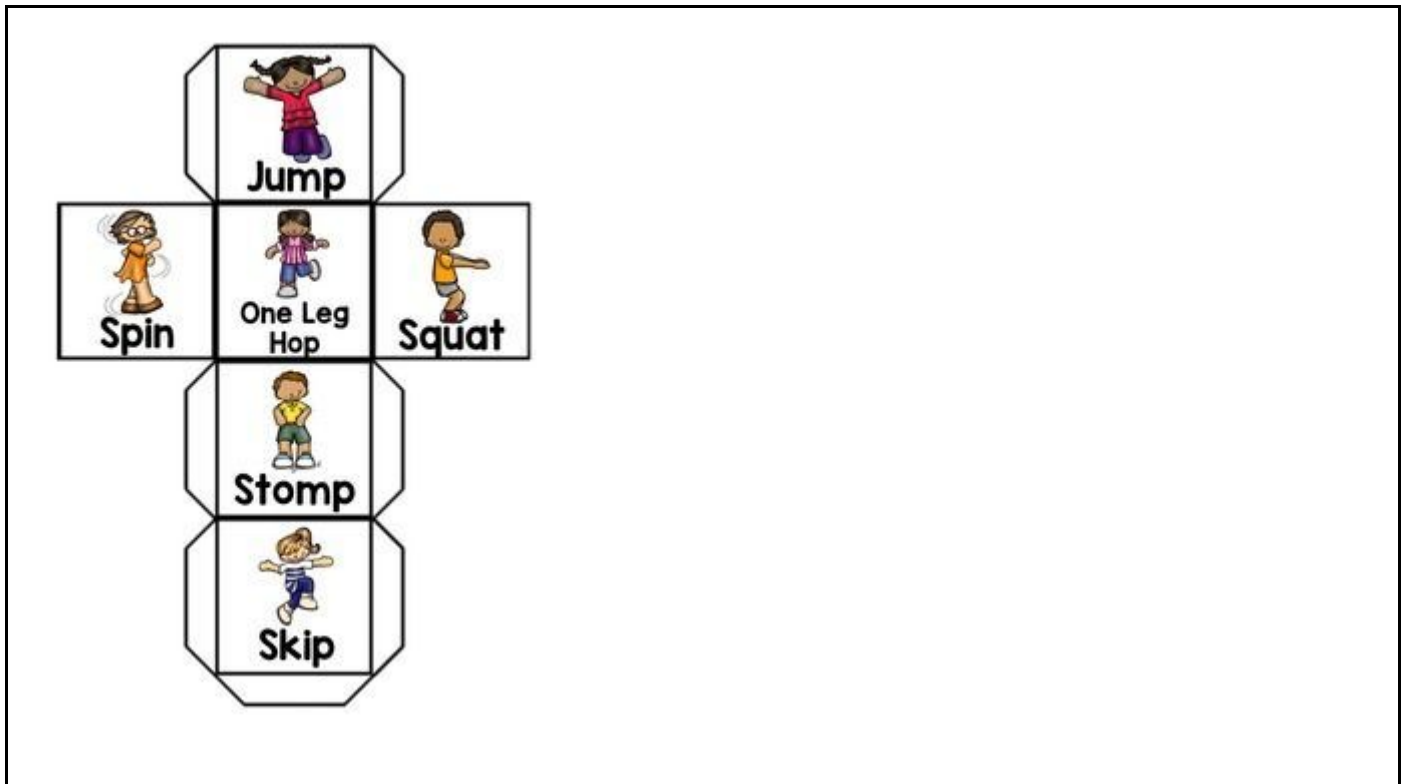
Students will roll the movement dice and act out the movement for 2 minutes

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 2 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 1 minute.
- Stop when you've done all the activities.



Friday, 27 March	
Time: 15 - 20 min	Materials Required: <ul style="list-style-type: none"> Monday - Thursday Movement activities
Learning Goal: Students will pick of the activities that they enjoyed this week and do it again	
Instructions for Learning: <ul style="list-style-type: none"> Students will think about all the movement activities that he/she did. Students will only pick one activity and do it again. 	

Exploration Activities

Monday, 23 March

Time: 15 mins

[SEL Moment: How Is My Body Feeling?](#)

Learning Goal: Students will

- *Practice* noticing how their body feels
- *Consider* why it is useful to express feelings through words

Materials Required:

- Digital device (with Internet connection) to view Nearpod lesson slides
- Optional: Notebook & Pen/Pencil

Experiencing Technology Challenges ?
In order for us to get a better picture of your technology possibilities at home, please could you fill in [this 3-minute survey](#) to help us better plan ahead. Deadline is **Wednesday, 25 March EOD**

Instructions for Learning:

1. Open the [lesson slides](#) on a digital device connected to the internet.
2. Enlarge the screen by clicking on the expand icon on the top left corner of the opening slide.
3. Then click on the “preview” button. If prompted to *buy*, simply click “continue with preview”.
4. Navigate through the slides step by step with your child using the left/right arrows. Some slides may have multiple slides on them, then use the up/down arrows on your keyboard to navigate.
5. Read the text and follow the instructions, respond to the questions and other interactive elements on the slides with your child.
 - a. If you are struggling to use your digital device to answer the questions and prompts with your child, then invite your child to use a notebook and pen/pencil instead to respond to the questions and activity prompts on paper (especially with the drawing exercises).
 - b. For the class discussion (or Think-Pair-Share) prompts, simply discuss the question with your child or invite them to discuss with a sibling.
 - c. For the Collaborate, Open-Ended Questions, Quizzes and Polls, invite your child to answer for themselves (resist the temptation to give them the answer ... rather ask them a better question: What about..? Have you thought about ...?)

Tuesday, 24 March

Time: 15 mins

[SEL Moment: Counting Breaths](#)

Learning Goal: Students will

- *Practice* counting breaths which can help them get calm
- *Consider* actions that can be taken when feeling overwhelmed

Materials Required:

- Digital device (with Internet connection) to view Nearpod lesson slides
- Optional: Notebook & Pen/Pencil

Experiencing Technology Challenges ?
In order for us to get a better picture of your technology possibilities at home, please could you fill in [this 3-minute survey](#) to help us better plan ahead. Deadline is **Wednesday, 25 March EOD**

Instructions for Learning:

Open the [lesson slides](#) on a digital device connected to the internet and read/follow the instructions on the screen with your child. The same additional instructions apply as per Monday's lesson.

Wednesday, 25 March

Time: 15 mins

[SEL Moment: Using Mantras](#)

Learning Goal: Students will

- *Practice* using mantras
- *Practice* repeating their mantras while taking 5 deep breaths

Materials Required:

- Digital device (with Internet connection) to view Nearpod lesson slides
- Optional: Notebook & Pen/Pencil

Experiencing Technology Challenges ?
In order for us to get a better picture of your technology possibilities at home, please could you fill in [this 3-minute survey](#) to help us better plan ahead. Deadline is **Wednesday, 25 March EOD**

Instructions for Learning:

Open the [lesson slides](#) on a digital device connected to the internet and read/follow the instructions on the screen. The same additional instructions apply as per Monday's lesson.

Thursday, 26 March

Time: 30 mins

[SEL Moment: What are my Strengths?](#)

Learning Goal: Students will

- *Practice* recognizing their strengths
- *Compare* their strengths with the school's culture principles and consider which ones might be important during this time
- *Consider* how an understanding of their strengths could build confidence and self-awareness

Materials Required:

- Digital device (with Internet connection) to view Nearpod lesson slides
- Optional: Notebook & Pen/Pencil

Instructions for Learning:

Open the [lesson slides](#) on a digital device connected to the internet and read/follow the instructions on the screen. The same additional instructions apply as per Monday's lesson.

When talking about strengths, use this as an opportunity to connect a student's answer to our culture principles as a school. Which culture principles do we need to embody during this time? Which ones are most important?

- **Joy of Learning:** We are lifelong learners. We see an opportunity to learn in everything that we do and we value curiosity and discovery.
- **High Expectations:** We sweat the small stuff and take pride in our work. We believe that our work is a representation of ourselves so we give our best in all that we do.
- **Always Growing:** We constantly seek out difficult challenges, share and receive helpful feedback as a gift, and see every failure as an opportunity to learn and grow.
- **Greater Together:** We collaborate with and support our teammates because we believe that we can achieve more together.
- **Solutions First:** Everything is possible if you are creative and think critically about the problem. We always bring solutions when faced with difficult challenges.
- **Servant Leadership:** We see service to others as a key part of being a global citizen. We know that leadership is not about ourselves, but about building something greater.

Friday, 27 March

Time: 30 mins

[SEL Moment: Solving Problems](#)

Learning Goal: Students will

- *Practice* social awareness by strengthening their understanding of how to solve problems.
- *Consider* how problem solving becomes easier when problems are broken down into smaller pieces and taken one step at a time.

Materials Required:

- Digital device (with Internet connection) to view Nearpod lesson slides
- Optional: Notebook & Pen/Pencil

Instructions for Learning:

Open the [lesson slides](#) on a digital device connected to the internet and read/follow the instructions on the screen. The same additional instructions apply as per Monday's lesson.

From Thursday's lesson, students may have stressed the importance of having a "solutions first" mindset while adapting to working from home. Use this lesson to help consolidate our "solutions first" culture principle at home:

Solutions First: Everything is possible if you are creative and think critically about the problem. We always bring solutions when faced with difficult challenges.

Environmental Studies & CRE Activities

Monday, 23 March *Environmental Studies: Plants*

Time: 45 minutes

Learning Goal:

- Check-in on their plants
- Draw their plants

Materials Required:

- Exercise book
- Drawing materials (crayons, markers, pencils, etc)

Instructions for Learning:

- Have your child check-in on the growth of their plant
- Have your child write up a journal on the plant's progress. Journal entry should include:
 - Today's date
 - Short description of the plant - how does it appear? Size? Any new developments?
 - An observational drawing of the plant
- Note that if your child was not able to plant a seed from the previous week, you can instead have your child do this activity with another plant in the home or outdoors.

Tuesday, 24 March *CRE: Miracles of Jesus*

Time: 45 minutes

Learning Goal:

- Retell the story of Jesus calming the storm
- Brainstorm ideas for what they can do to calm the storms in their lives

Materials Required:

- [Jesus Calms the Storm \(Youtube\) - Optional](#)
- Bible
- Drawing paper
- Drawing materials (crayons, markers, pencils, etc)

Instructions for Learning:

- Ask your child, do they remember the story of Jesus calming the storm?
- Have your child retell the story
 - Optional: You may choose to watch the video linked above with the story
Alternative: Read Luke 5:1-11
- Ask:
 - **What are some of the "storms" in your life? What are some things that are hard for you?**
 - **How can you calm these storms? How can you ask for God's help in calming your storms?**
- Have your child draw a picture of one of their solutions. Write a few sentences underneath to describe their storm and their solution.
 - Ex) A storm in my life is _____. I can calm this storm by _____.

Wednesday, 25 March
Environmental Studies: Plants

Time: 45 minutes

Materials Required:

Learning Goal:

- Check-in on their plants
- Draw their plants

- Exercise book
- Drawing materials (crayons, markers, pencils, etc)

Instructions for Learning:

- Have your child check-in on the growth of their plant
- Have your child write up a journal on the plant's progress. Journal entry should include:
 - Today's date
 - Short description of the plant - how does it appear? Size? Any new developments?
 - An observational drawing of the plant
- Note that if your child was not able to plant a seed from the previous week, you can instead have your child do this activity with another plant in the home or outdoors.

Thursday, 26 March
CRE: Miracles of Jesus

Time: 45 minutes

Materials Required:

Learning Goal:

- Retell the story of Jesus healing the man with a withered hand

- [Jesus heals man with withered hand \(Youtube\) - Optional](#)
- Bible

Instructions for Learning:

- Ask your child to retell the story of Jesus healing the man with the withered hand.
 - Optional: Show the video of Jesus healing the man with the withered hand (linked)
 - Alternative: Read Luke 6:6-11
- Have your child answer the following questions:
 - **Where was Jesus when He was performing the miracle?**
 - **What was He doing?**
 - **What were the scribes and Pharisees waiting for Jesus to do and why?**
 - **Was Jesus afraid to perform the miracle because the Pharisees wanted to accuse Him and kill Him?**
 - **What lessons do we learn from the story?**

Friday, 27 March
Environmental Studies: Plants

Time: 45 minutes

Materials Required:

- Exercise book
- Drawing materials (crayons, markers, pencils, etc)

Learning Goal:

- Check-in on their plants
- Draw their plants

Instructions for Learning:

- Have your child check-in on the growth of their plant
- Have your child write up a journal on the plant's progress. Journal entry should include:
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