



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	Second Languages / Other Subjects	Second Languages (SA) Days of the week - Setswana	https://www.youtube.com/watch?v=I2clPVGlogQ
11:30 - 11:45	Break		
11:45 - 12:30	Movement	Paper-plate-skating	https://handsonaswegrow.com/paper-plate-skating/
12:30 - 1:15	Lunch		
1:15 - 2:00	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	Second Languages / Other Subjects	My body - IsiZulu	N/A
11:30 - 11:45	Break		
11:45 - 12:30	Movement	Dance with the Trolls	https://www.youtube.com/watch?v=KhfkYzUwYFk&app=desktop
12:30 - 1:15	Lunch		
1:15 - 2:00	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	Second Languages / Other Subjects	Days of the week - Afrikaans	https://www.youtube.com/watch?v=I2cIPVG1ogQ
11:30 - 11:45	Break		
11:45 - 12:30	Movement	Balloon striking	N/A
12:30 - 1:15	Lunch		
1:15 - 2:00	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	Second Languages / Other Subjects	Months in Setswana	https://www.youtube.com/watch?v=iNL6Ep0w8G1
11:30 - 11:45	Break		
11:45 - 12:30	Movement	Movement dice	N/A
12:30 - 1:15	Lunch		
1:15 - 2:00	Exploration	SEL Moment: What are my Strengths? (Culture Principles)	N/A

 **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	 Second Languages / Other Subjects	Months in Afrikaans	https://www.youtube.com/watch?v=IEcQJU_VM8I
11:30 - 11:45	Break		
11:45 - 12:30	 Movement	Pick your favorite activity from the week and do it again	N/A
12:30 - 1:15	Lunch		
1:15 - 2:00	 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

Learning Goal:

Students will be able to:

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

Materials Required:

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

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)



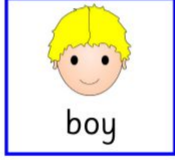

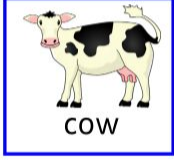

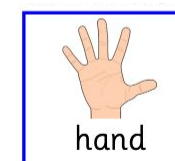
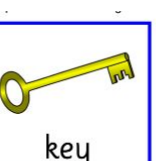
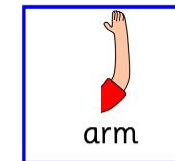
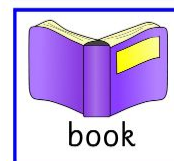
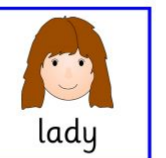
Learning Goal:

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:

 man	 hole	 snow	 bag
 tails	 cup	 pig	 chair
 boy	 bird	 cow	 pot
 work	 hand	 fire	 key
 shelf	 arm	 book	 tea
 paper	 flower	 news	 lady

- 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.

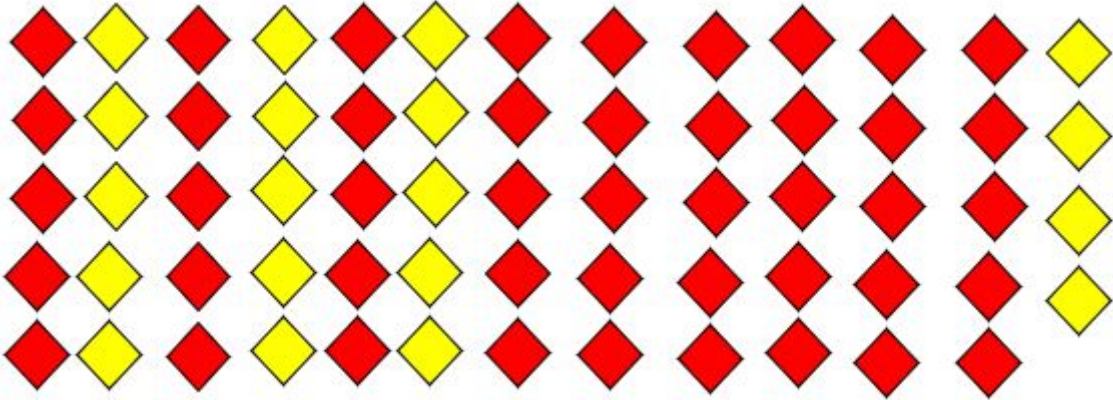
Do some counting with him, counting in 2s, 3s, 5s and 10s using objects e.g. towers of blocks, stones, cups, knives and forks, pairs of socks even!

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

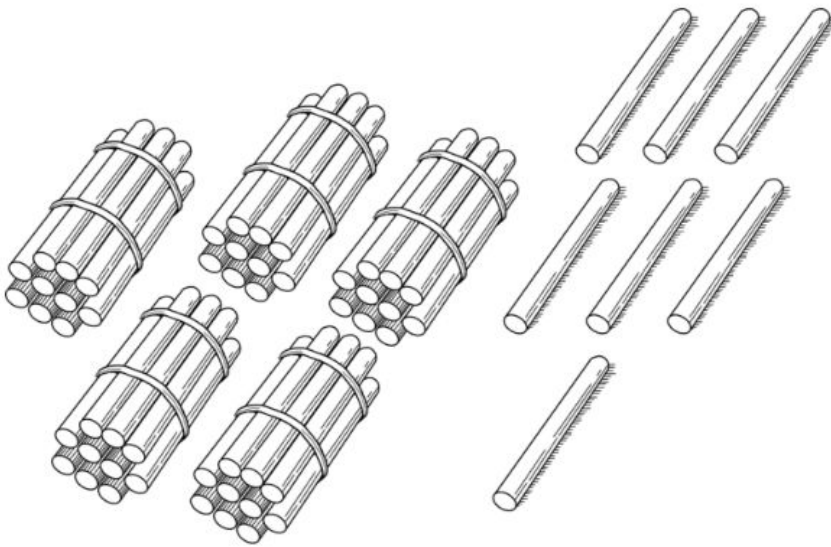
1. How many stars? Count in 5s.



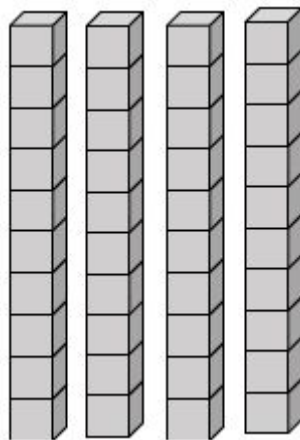
2. Make groups of 5 shapes by drawing a box around each group. Count in 5s to work out how shapes there are altogether.



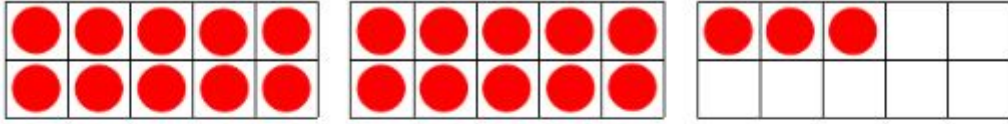
3. How many bundles of sticks?
How many sticks in each bundle?
Count in 10s. How many sticks altogether?



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

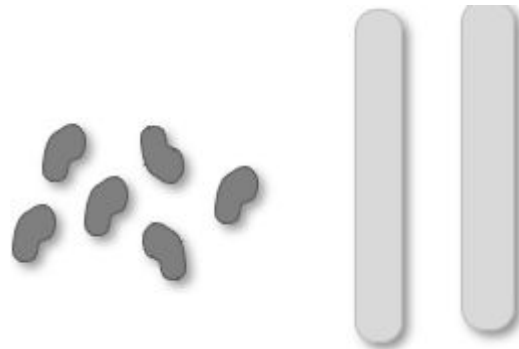
Learning Goal:

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:

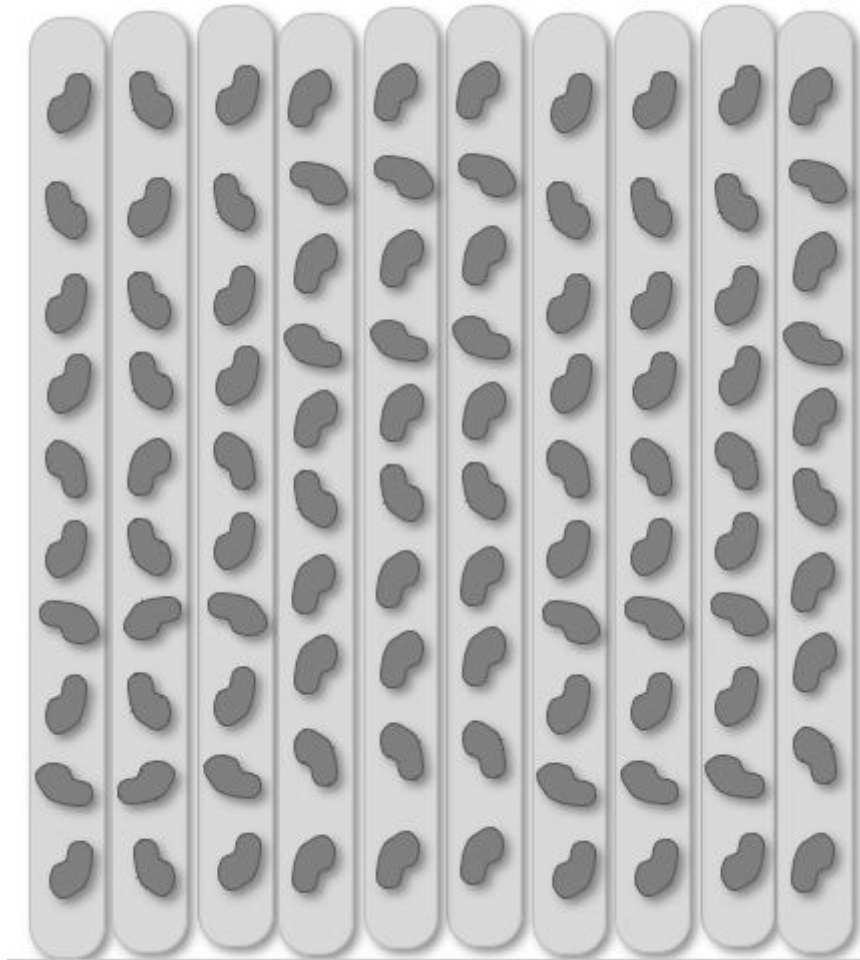
With your child, make a ten-bean stick (and 100-bean stick) as follows:

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

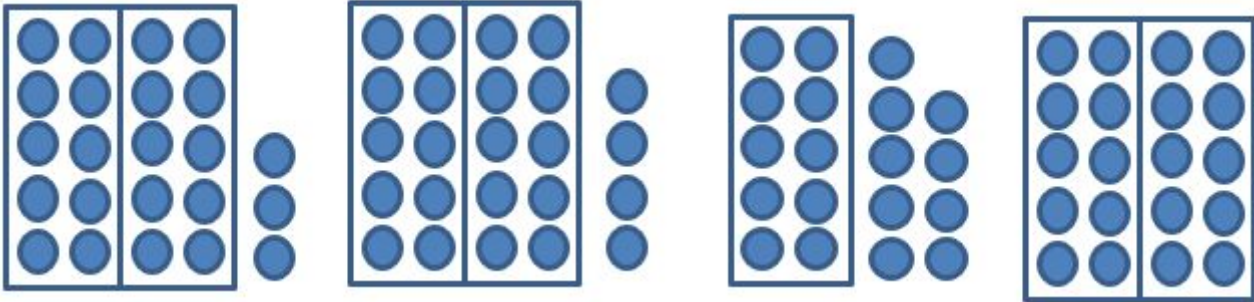
Materials Required:

- 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

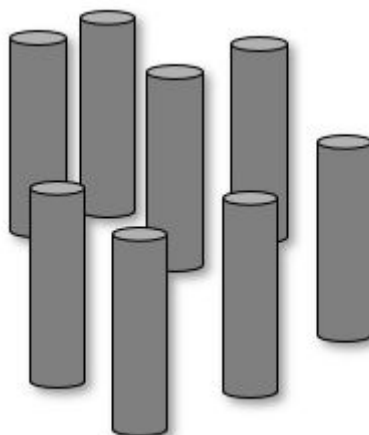
- What number is one less than 25?
- What number is one more than 18?
- Which is more?

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 down by 5's from 65 to 40

Count up by 2's from 12 to 22

Count up by 5's from 30 to 55

Count down by 2's from 48 to 38

Count up by 6's from 25 to 55

Count down by 4's from 86 to 66

Count up by 10's from 50 to 100

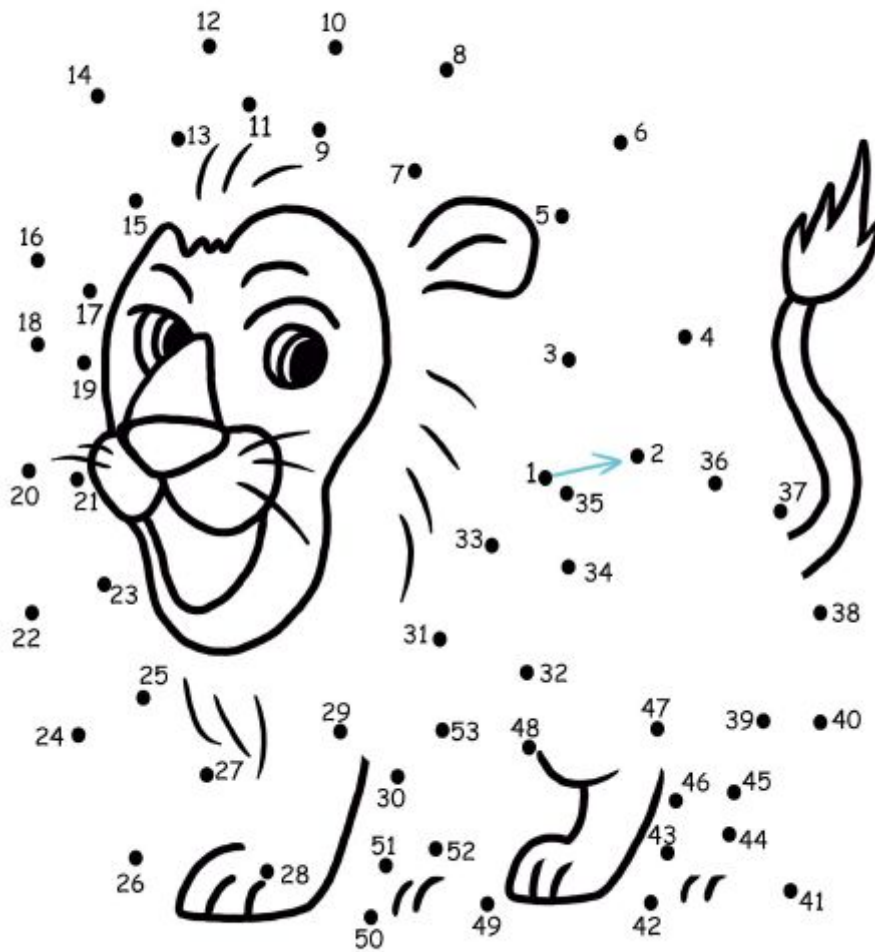
Count up by 3's from 9 to 24

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



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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.

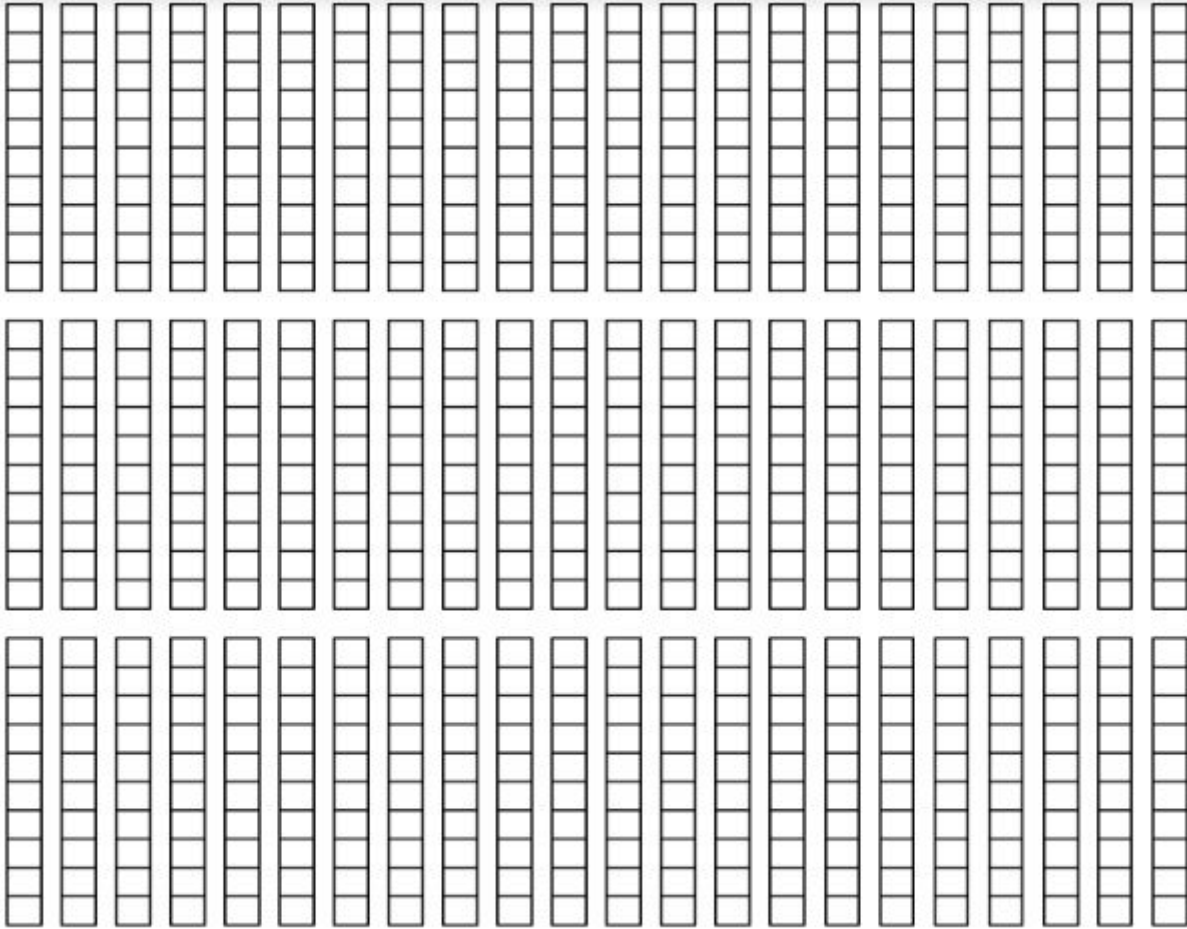
Materials Required:

- Blocks
- 100-bean sticks
- Worksheets

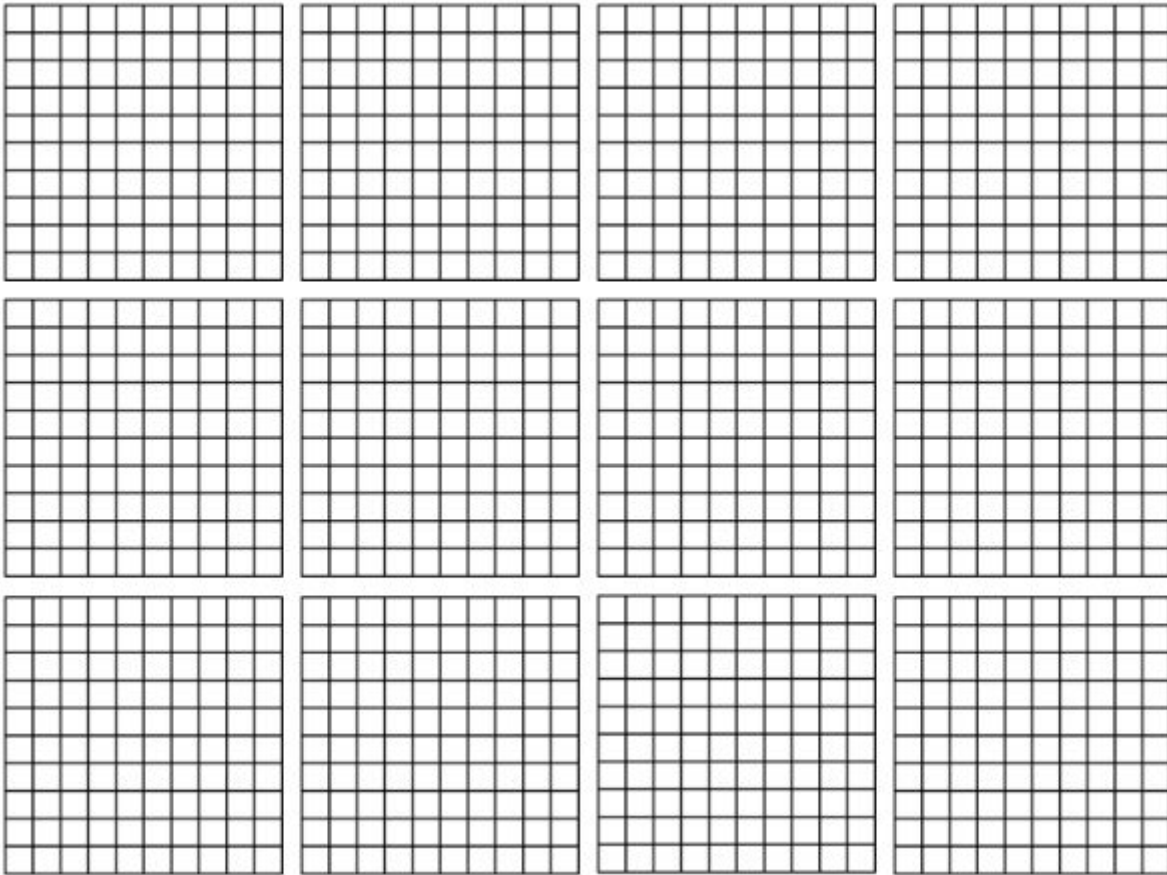
Instructions for Learning:

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)

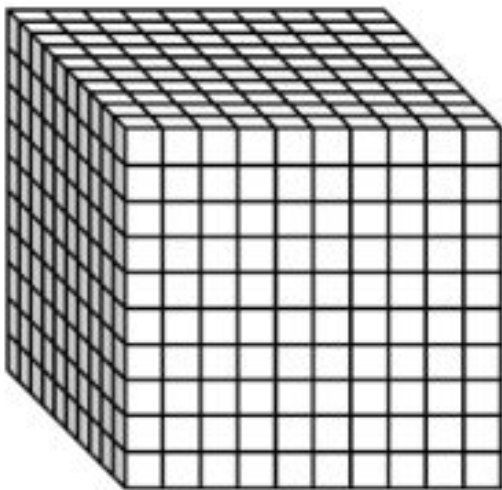
Here are picture representations. Talk about the number of blocks in one tower (10), the number of towers in one “flat” (100) and the number of flats in one cube. Ask your child to count in 10s using the towers of blocks e.g. from 30 to 80.



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

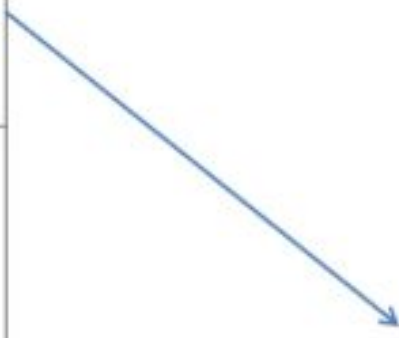
320

154

262

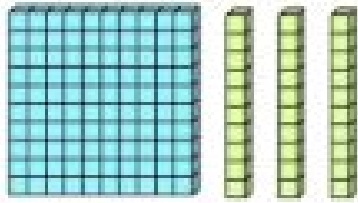
210

226



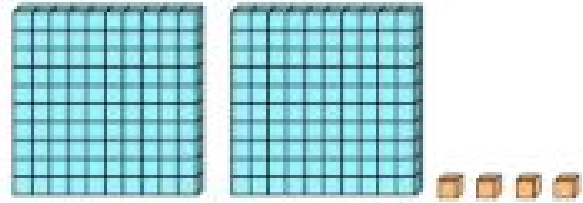
Write down how many blocks are in each set.

1)



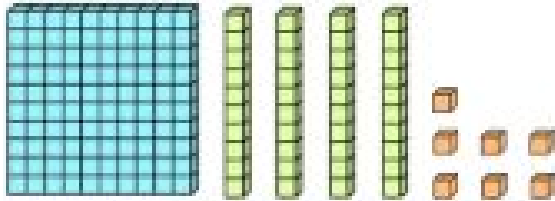
_____ blocks

2)



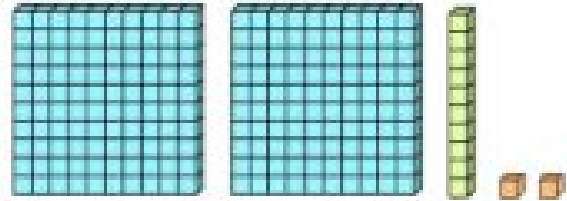
_____ blocks

3)



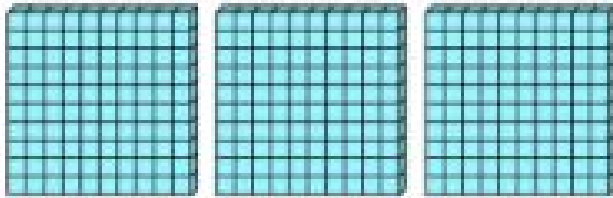
_____ blocks

4)



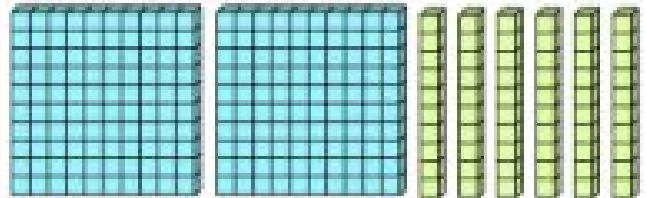
_____ blocks

5)



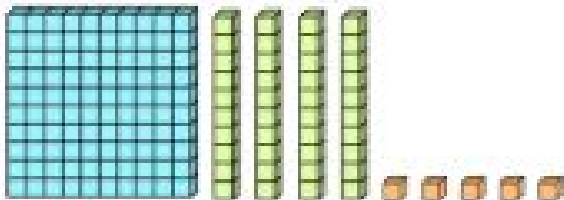
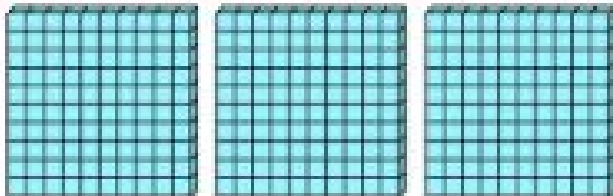
_____ blocks

6)



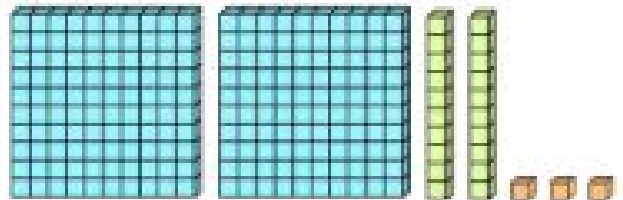
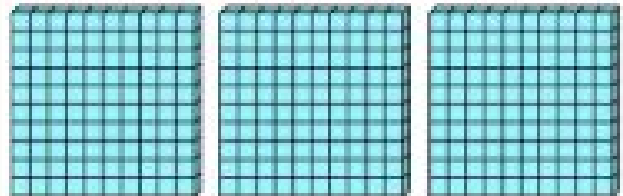
_____ blocks

7)



_____ blocks

8)



_____ blocks

Second Languages Activities (SA)

Monday, 23 March

Time: 15 min

Learning Goal:

- Students will be able to pronounce the days of the week in Setswana and translate them from English to Setswana

Materials Required:

- Video: <https://www.youtube.com/watch?v=I2clPVGlogQ>
- Worksheet
- Stationary - colour pencils

Instructions for Learning:

- Students will look at the days of the week and say it out loud
- Students will close the words at the top and write days of the week in Setswana

Grade 2 Week 1

Potso 1

Matsatsi a beke/days of the week

English	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Setswana	Latshipi	Mosupologô	Labobedi	Laboraro	Labone	Labothano	Lamatshatšô

English	Setswana
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Tuesday, 24 March

Time: 20 min

Learning Goal:

Students will listen to a song about my

Materials Required:

- Video: <https://www.youtube.com/watch?v>

body and repeat the words

Students will look at the picture of my body and label the body parts by using a dictionary as guideline

[=I2clPVG1ogQ](#)

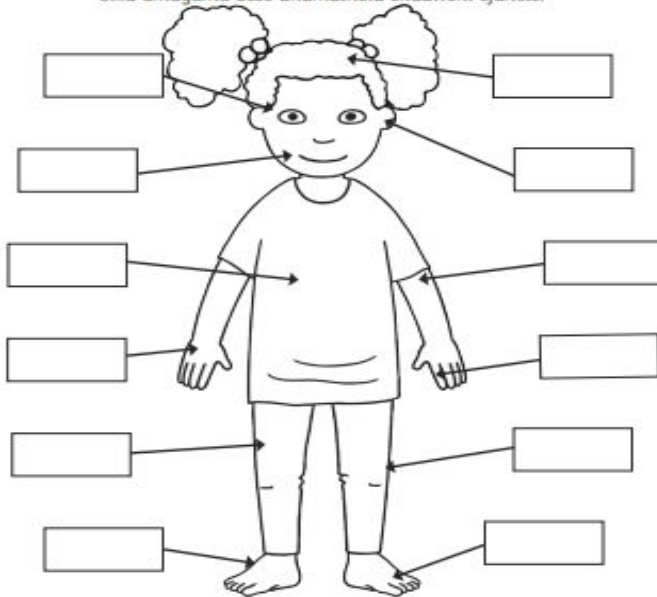
- **Worksheet**
- **Colour pencils**

Instructions for Learning:

- Ask students if they can say a few body parts in IsiZulu.
- Students will watch a video about my body in IsiZulu.
- Students will repeat the words after the lady on the video said it.
- Students will then sing a song “umzimba wami” and touch the body parts as they sing it.
- Let students sing it twice.
- Students will recall the words in the song and write them down next to each body part picture. Students can use a dictionary to make sure they have the correct spelling.

Umzimba wami

Sika amagama bese unamathela endaweni efarele.



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Wednesday, 25 March

Time: 20min

Learning Goal:

Students will write the days of the week in Afrikaans

Materials Required:

- Song
<https://www.youtube.com/watch?v=uB7jBZy4DcM>
- Worksheet
- Colouring pencils
- Dictionary
- A4 page to draw a picture

Instructions for Learning:

- Students listen to the song about the days of the week

- Students read the days of the week
- Students write the Afrikaans days of the week after looking at the English day of the week (translate the word)
- Students can draw a picture about their favourite day of the week

Vraag 1



English	Afrikaans
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Thursday, 26 March

Time: 20 min

Materials Required:

Learning Goal:

Students will be able to say the months of the year in Setswana and to answer the questions about the months of the year

- Video: <https://www.youtube.com/watch?v=GmyjA2H57NE>
- **Worksheet**
- **Pen / Pencil**

Instructions for Learning:

-

Potso 2:**Dikgwedi tsa ngwaga/Months of the year**

January - Ferikgong

February - Tlhakole

March - Mopitlwe

April - Moranang

May - Motsheganong

June - Seetebogiso

July - Phukwi

August - Phatwe

September - Lweetse

October - Diphilane

November - Ngwanatsele

December - Sedimonthole

January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	

Friday, 27 March

Time: 20 min

Learning Goal:

Students will be able to say the months of the year in Afrikaans

Materials Required:

- **Song**
https://www.youtube.com/watch?v=IEcQJU_VM8I
- **Worksheet**

Instructions for Learning:

- Students will listen to a song on how to pronounce the months of the year in Afrikaans
- Students will translate the English months to Afrikaans

Vraag 3:

Januarie	Julie
Februarie	Augustus
Maart	September
April	Oktober
Mei	November
Junie	December

January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	

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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:

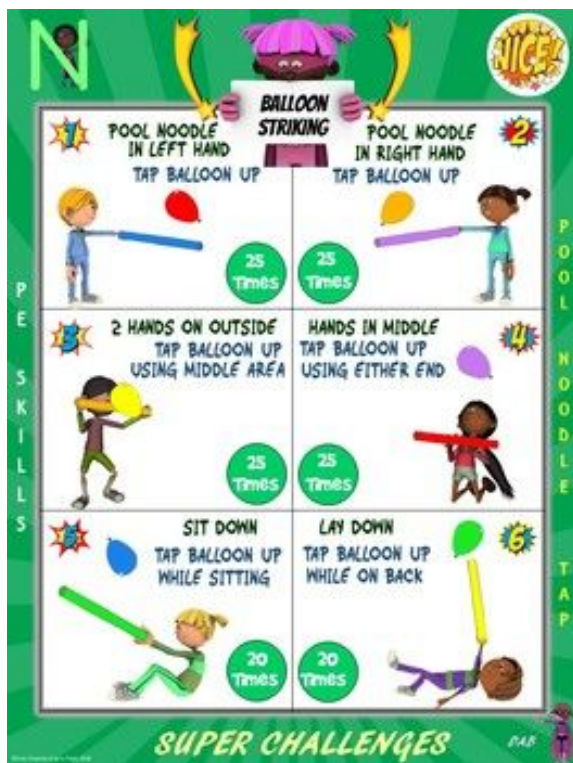
Students will practice their eye and hand coordination skills

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:

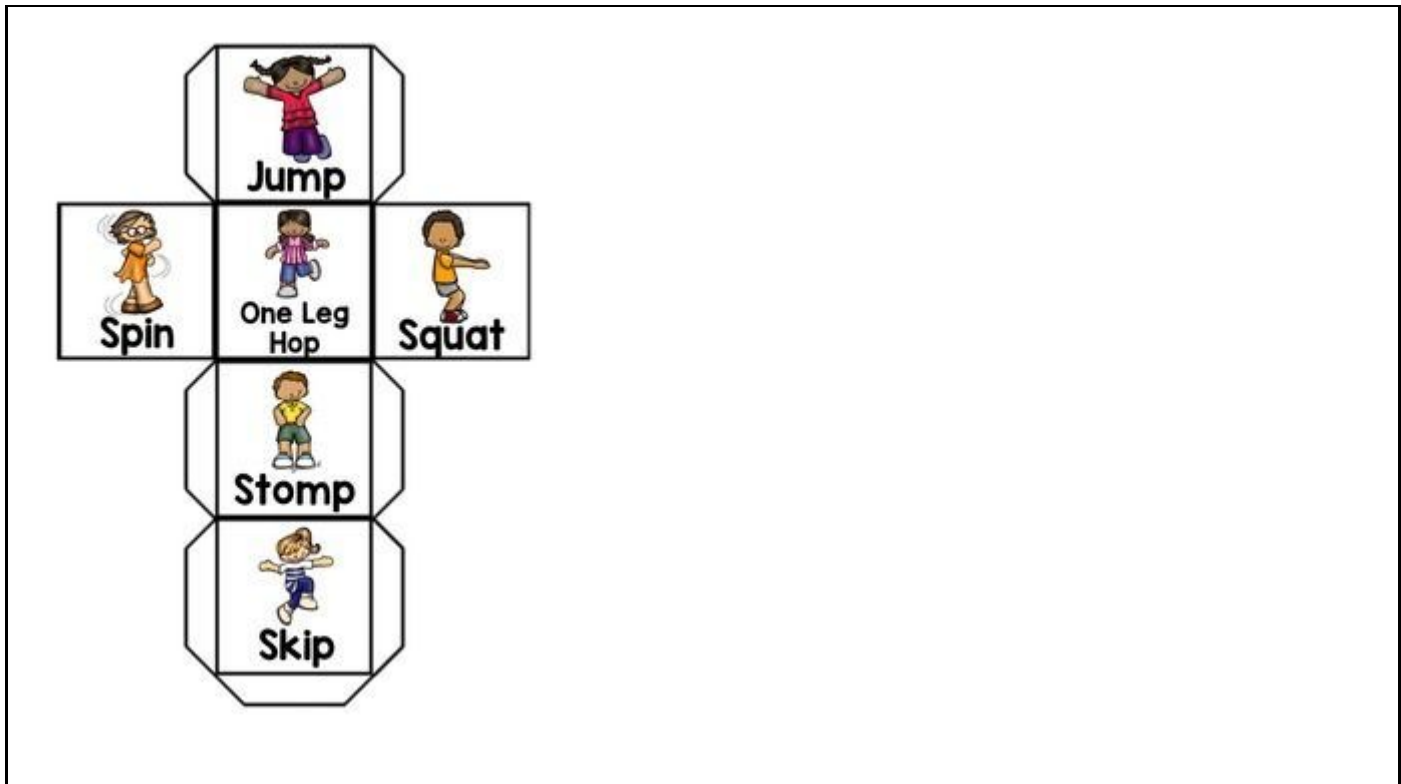
Students will roll the movement dice and act out the movement for 2 minutes

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.