



NOVA PIONEER

SCHOOLS FOR INNOVATORS & LEADERS

**At-Home Learning Pack
Term 1 2020**

Week of: March 30 to April 3

Grade: 2

Recommended Schedule for



Monday 30 March

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	Reading Comprehension Read a short story and answer the text related questions.	https://www.kidsa-z.com/main/Login
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Numbers to 1000 Odd and Even	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	Kutambua na kutamka silabi za herufi r-z.	Irabu za Kiswahili.
11:30 - 12:15	Movement	Yoga for the eyes! Greet the sun - yoga Yoga for the back	Yoga for the eyes Greet the sun Yoga for the back
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	Environmental Studies: Plants	Parts of a Plant (YouTube - Optional)
1:45 - 2:30	Exploration	Culture Moment: Joy of Learning	N/A

Recommended Schedule for









Tuesday 31 March

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	Read Aloud Listen to a story with enjoyment and answer questions about what was read.	https://www.kidsa-z.com/main/Login
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Addition and Subtraction A word problem treasure hunt	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	Kusoma kwa ufasaha maneno na sentensi mbalimbali za Kiswahili.	N/A
11:30 - 12:15	Movement	Yoga and Outdoor obstacle course	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	CRE: Palm Sunday	N/A
1:45 - 2:30	Exploration	Culture Moment: High Expectations	N/A

Recommended Schedule for

 **Wednesday 1 April**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	 Literacy & Writer's Workshop	Sight Words Identify some common sight words and use them to write sentences.	https://www.kidsa-z.com/main/Login
9:15 - 9:30	Break		
9:30 - 10:30	 Mathematics	Numbers to 1000 Ordering numbers Greater than, Less than and Equal to	N/A
10:30 - 10:45	Break		
10:45 - 11:30	 Kiswahili	Kusoma kifungu kuhusu haki za watoto kisha ajibu maswali	N/A
11:30 - 12:15	 Movement	Yoga and Indoor obstacle course	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	 Environmental Studies & CRE	Environmental Studies: Plants	Parts of a Plant from Homeschool Pop (YouTube) - Optional
1:45 - 2:30	 Exploration	Culture Moment: Always Growing	N/A

Recommended Schedule for









Thursday 2 April

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	Writing Write a Personal Narrative	https://www.kidsa-z.com/main/Login
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Subtraction within 1000 Place value and subtracting 3-digit numbers	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	Kutazama na kusikiliza hadithi	Video Tumbili na Mamba
11:30 - 12:15	Movement	Simon says and motor memory activities	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	CRE: The Last Supper	Jesus washes his disciples' feet (YouTube) - Optional
1:45 - 2:30	Exploration	Culture Moment: Servant Leadership	N/A

Recommended Schedule for

 **Friday 3 April**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	 Literacy & Writer's Workshop	Parts of Speech and Punctuation Follow the instructions to complete the activity	https://www.kidsa-z.com/main/Login
9:15 - 9:30	Break		
9:30 - 10:30	 Mathematics	Multiplication Equal groups, arrays and repeated addition	N/A
10:30 - 10:45	Break		
10:45 - 11:30	 Kiswahili	Kufanya mazoezi ya kuandika kwa hati nadhifu.	N/A
11:30 - 12:15	 Movement	Simon says and ball activities	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	 Environmental Studies & CRE	Environmental Studies: Plants	N/A
1:45 - 2:30	 Exploration	Culture Moment: Greater Together	N/A

Monday, 30 March

Time: 45 - 60 minutes

Learning Goal:

Students will be able to:

Read a short story and answer the text related questions.

Materials Required:

- "The Pet Shop" short story and questions (hard or soft copy)
- Scrap paper and writing instruments (such as a pen or pencil)

Instructions for Learning:

During Term 1 Students listened to and read many stories and answer questions based on the text they read. This is called Reading Comprehension.

- Read the short story "The Pet Shop" with Student. *The story can be read a few times.*

THE PET SHOP



My name is Ben and I am an 8 year old boy. One day my Mum told me some very exciting news.

"We are getting a new dog Ben!" she said.

I was so happy, I have always wanted a dog. On the way to the pet shop we passed a place that had lots of animals. They were all in cages and they looked very sad. I asked Mum what the strange place was.

She said, "That is called an animal shelter. It's where they take animals that people don't want anymore."

This made me very sad. Why didn't people want their pets anymore? We got to the pet shop and went inside. There were lots of cute little puppies and kittens and bunnies. But I couldn't stop feeling sad for the unwanted animals. I asked mum if we could go back to the animal shelter. When we got there I saw a sad, lonely dog looking at me from the cage.

"I want him," I said. So we took him home. We fed him. We gave him a bath. We gave him a new home and we loved him forever.

- Read each of the questions individually with Students.
- Instruct Student to answer the questions, using full sentences.
- Answers can be discussed and then written down.

HIGHLIGHT THE WORDS IN THE TEXT

Animal	Shelter	Dog	Sad
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ANSWER THE QUESTIONS

- 1) How old is Ben?
- 2) Why is Ben so happy at the start of the text?
- 3) What was the place with all the sad animals?
- 4) What did Ben see in the pet shop?
- 5) Why was Ben feeling sad at the pet shop?
- 6) What did Ben see at the animal shelter?
- 7) How did the story end?
- 8) What would another good heading be for this text?
- 9) What do you like about this text?
- 10) Why do you think it is important to rescue animals from shelters?

Tuesday, 31 March

Time: 45 - 60 minutes

Materials Required:

- [“Why The Cricket Chirps” By Daniel Errico](#)

Learning Goal:

Student will be able to:

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

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:
 - True or False: Crickets used to fly.
 - Who is the character in this story? Who is this story about?
 - Where do you think the story takes place? Give a reason for your answer.
 - Where did the cricket fly to?
 - Where had the cricket not flown to?
 - Why did the Ant say he shouldn't fly to the North?
 - What did cricket see when he arrived in the North? What covered everything?
 - Moose tells cricket to “Bundle up, nighttime is coming.” Why is Moose warning cricket?
 - Owl says “You should find some shelter from the cold night,” Why is Owl trying to warm cricket?
 - What happened to cricket during the cold night?
 - What was cricket not able to do anymore?
 - What had happened to cricket's wings?

- What is the author of the story's message about wings?
- Did you enjoy the story? Give a reason for your answer.

Wednesday, 1 April

Time: 45 - 60 minutes

Materials Required:

- Sight word list (hard or soft copy)
- Lined scrap paper and writing instruments (such as pen, pencil or markers)

Learning Goal:

Student will be able to:
Identify some common sight words and use them to write sentences.

Instructions for Learning:

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

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

- Read each of the sight words individually with Student.
- Student is encouraged to read the words independently. If unable, read the word and have Students say the word after you.

by	make	have
each	can	how
more	into	long
come	down	about

- Discuss each word individually with Student:
 - Do you know this word?
 - Where have you seen or heard this word before?
 - Can you spell the word?
 - Can you use the word in a sentence?
 - Write your sentence, underline the sight word used in the sentence and draw a small, simple picture for each sentence.

OPTIONAL:

Additional sight words if Students has mastered the sight words above:

- could
- many
- my
- get
- go

Thursday, 2 April

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 funny or interesting experience while learning from home.
 - ★ A time you went to an adult's place of work.
 - ★ When you met someone famous.
 - ★ Getting into trouble for something you did or didn't do.
- 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.

Friday, 3 April

Time: 45 - 60 minutes

Learning Goal:

Students will be able to:

Follow the instructions to complete the activity


Materials Required:

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

Instructions for Learning:

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

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



The Two Crabs

An Aesop Fable

One fine day two Crabs came out from their home to take a stroll on the sand. "Child," said the mother, "Your walk is very crooked. You should be walking straight forward without twisting from side to side." "Yes, mother," said the young one, "but please show me how. I have only been walking the same way you do."

Leading by example is the best rule.

- Ask Student to complete the following instructions:

- **Circle** all the full stops you can find in **green**.
- Can you find an uppercase and lowercase form of ANY of the letters of the alphabet? **Square** them in **orange**.
- Is there any other punctuation mark in the passage you can identify? Underline it in **brown**.
- The passage has many examples of nouns. **Circle** ANY 3 examples you can find in **red**.

- The passage has many examples of verbs. Underline ANY 3 examples you can find in **blue**.
- The passage has examples of adjectives. Are you able to find 1 example of an adjective? Colour in it **purple**.

+ Mathematics Activities

Monday, 30 March

Time: 60 minutes

Materials Required:

- Deck of playing cards
- Pencil
- Paper

Learning Goal:

Students will be able to identify even and odd numbers to 1000.

Instructions for Learning:

- This is a fun, engaging and competitive game that requires 2 players.
- Before starting the game, the players need to do a coin toss, whoever chooses heads will be EVEN and the other player will then be ODD. These will be your names for this game.
- Paper and pencils will be available should any player require this to work out the sum of their cards.
- For this game the following cards will receive these values:
 - King 100
 - Queen 75
 - Jack 50
 - Ace 25
 - All other cards will retain their values as per the number on the card
- Using a deck of playing cards, the student and player/s each receive 2 cards.
- Each player needs to find the sum of the cards by adding the numbers together.
- Then the player needs to determine whether the sum is an odd or even number.
- If it is ODD it goes to the ODD player, and if EVEN to the EVEN player.
- The player at the end of the game with the MOST amount of cards will be the winner!
- CHALLENGE: If you notice that your child is adding these cards really quickly and not finding it challenging enough, you could add a card to each player to a maximum of 4 cards.

Tuesday, 31 March

Time: 60 minutes

Learning Goal:

Students will be able to solve addition and subtraction word problems using any strategy.

Materials Required:

- Balloons
- Marker
- Coupons for fun activities (these could include: 30 minutes of extra screen time; baking with mum; picnic, movie night and they choose the movie, build a fort etc. anything your child would find rewarding and special)
- Paper
- Pencil
- OPTIONAL: counters/manipulatives
- [Word Problem cards](#)

Instructions for Learning:

- For this activity parents need to write the answer of each word problem on a different balloon using the marker. They then need to attach a coupon to the balloon.
- Next parents need to hide these balloons around the house very strategically (children should be able to find them, but not really obvious spots).
- Students will receive the first word problem card and they will need to solve for the answer. Allow students to read the card by themselves and only offer help if the student is really struggling.
- They will use the pencil, paper and manipulatives if necessary to solve for the answer.
- Once they have an answer they will need to go in search of that answer balloon.
- When they find it they will receive their reward coupon.
- They will then receive the next word problem card.
- The parent will need to take the amount of time the student takes to solve and find the balloon to work out how many word problems the student needs to complete within the 60 minute time allocation.
- INCENTIVE: The faster the student works out the solution the more balloons can be found and that means more rewards!

Wednesday, 1 April

Time: 60 minutes

Learning Goal:

Students will be able to order more than 2 three-digit numbers to 1000 and identify the greatest and smallest numbers in a set of 3-digit numbers.

Materials Required:

- 3 Dice
- Pencil
- [Dice place value template](#) (if you not have access to a printer, this can easily be made at home)

Instructions for Learning:

- Students will roll three dice. They need to arrange the dice in the hundreds, tens, and ones place to make the largest number possible.
- Ask students to draw the dice out in the space provided to practice subitizing (Subitizing is the ability to instantly recognize “how many” in a small set. A perfect example of subitizing is dice; when you roll a dice and you see two dots on top, you instantly recognize it as representing a quantity of two).
- They will then write the numeral in the space provided.
- They will repeat this process to find the second number to compare this number to.
- Students will then determine which number is greater than, less than or equal to.
- This could also be played as a game with one parent. Student and parent will take turns rolling the dice and then complete their number into the template (the student could complete this for both players). The student will then determine which is greater than, less than or equal to.
- If your number is greater than you receive 1 point (scores can be recorded on a separate page). If the number is equal to each player receives 1 point.
- At the end of the game the winner will be the player with the most number of points.



Thursday, 2 April

Time: 60 minutes

Learning Goal:

Students will be able to subtract from three-digit numbers with regrouping in hundreds, tens and ones.

Materials Required:

- 3 Dice
- Paper
- Pencil

Instructions for Learning:

- Ask students to write the number 999 at the top of their paper.
- Students will roll 3 dice and arrange the dice in the hundreds, tens, and ones place to make the largest number possible.
- They will then write this number under the 999 and subtract.
- Students will continue to do this down the page until they cannot subtract anymore.
- Remember to remind students to draw their working out on the side of each equation to help solve for the answer. This will help if regrouping needs to take place.

Friday, 3 April

Time: 60 minutes

Learning Goal:

Students will be able to use equal groups, arrays and repeated addition to multiply.

Materials Required:

- Egg carton (dozen or 2 half dozen cartons)
- Marker
- 2 marbles/beans/stones/beads
- Paper
- Pencil
- [Playdough](#)

Instructions for Learning:

- Parents or students can transform the egg carton into a multiplication equation generator by simply writing numbers 1 to 12 at the bottom of each space.

- Next students will place the 2 objects (these can be marbles, beans, beads or stones) into the empty egg carton. They will then close the multiplication equation generator and shake it around. Once they open it the 2 beads would have fallen into two spaces. This will generate a multiplication word problem, which the student will write on their page.
- Next using the playdough the student will create groups to represent the multiplication equation into an array by rolling small pieces of playdough into small balls.
- They will then use these arrays to solve the multiplication equation.



- Next they will write out the repeated addition for each multiplication equation
- Finally they will write the answer and repeat.
- Students should do at least 10 of these multiplication equations.

Kiswahili Activities (KE)

Monday, 30 March

Muda: Dakika 45

Lengo la Somo:

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

Vifaa Vinavyohitajika:

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

Maagizo ya Somo:

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

Soma silabi zifuatazo kwa sauti.

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

Tazama mifano hii na uisome kwa sauti.



re + li = reli



ru + ka =ruka



Sa + a = saa



va + a = vaa



Vu + ta = Vuta



ta + i = tai

Zoezi la Kwanza.

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



_____ + _____ = _____



_____ + _____ = _____



_____ + _____ = _____



_____ + _____ = _____

Tuesday, 31 March

Muda: Dakika 45

Vifaa Vinavyohitajika:

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

Lengo la Somo:

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

Maagizo ya Somo:

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

Soma maneno haya.

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

Soma sentensi hizi kwa sauti.

1. Yai la bata litapikwa.
2. Waya umekatika.
3. Vaa shati lako kaka.
4. Watu tisa wamefika.
5. Saa yake iko wapi?

Wednesday, 1 April

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kusoma kifungu kuhusu haki za watoto kisha ajibu maswali.

Vifaa Vinavyohitajika:

- Kifungu_Haki za watoto
- Kalamu
- Penseli
- Daftari

Maagizo ya Somo:

- Mwanafunzi atasoma kifungu kifutacho kwa sauti kisha ajaribu kuyajibu maswali yanayofuata.
- Kabla ya kusoma kifungu zitazame picha zifuatazo kisha uzilinganishe na majina yake ?

Haki ya mtoto	Jina
	Mavazi
	Chakula
	Mavazi



Elimu



Matibabu

- Je, unakumbuka haki zingine zozote za mtoto ulizosoma shuleni? Mtajie mzazi au mlezi wako.

Watoto wapewe chakula bora.

Mwadime ni mvulana. Wazazi wa mwadime wanampenda. Kila asubuhi akiamka, wao humtengenezea kiamshakinywa. Wote hukaa mezani na kula pamoja.

Mwadime anasoma katika shule ya msingi ya Jitihada. Yeye na wenzake wanajua kuchora. Mwadime anaweza kuchora pete. Rafiki yake Sila anaweza kuchora mpira.

Wakati wa mapumziko Mwadime na marafiki zake Janita na Sila hucheza pamoja. Hata huko nyumbani wanacheza mpira na watoto wa jirani.

Jibu maswali haya.

1. Wazazi wa Mwadime humtengenezea_____
2. Mwadime na wazazi wake huka _____mezani na kula.
3. Mwadime na wenzake wanajua_____
4. Kmailisha maneno haya yaliyo katika hadithi.
 - a) M_ulana
 - b) Jir_ni
 - c) _amoja.
 - d) M_ira.
5. Ni haki gani anazopewa mwadime na wazazi wake?

a) _____

b) _____

Thursday, 2 April

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi afurahie kutazama na kusikiliza hadithi .

Vifaa Vinavyohitajika:

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

Maagizo ya Somo:

- Katika kipindi hiki, mwanafunzi atasikiliza hadithi kisha kutia rangi wahusika wakuu ambao ni Tumbili na Mamba.

Tazama picha hizi, je unawafahamu wanyama hawa?



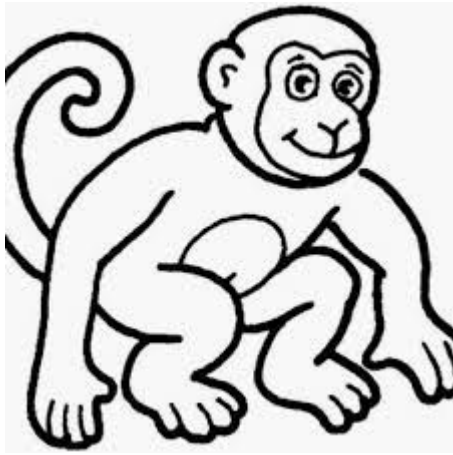
Mtajie mlezi au mzazi wako jambo moja unalolijua kutoka kwa kila mnyama.

- Mwanafunzi atumie muda kusikiliza hadithi kwa makini.

Je, ni jambo lipi tunajifunza kutoka katika hadithi hii?

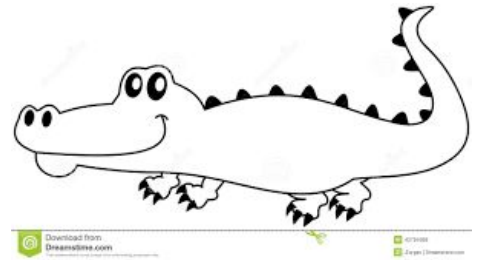
Zoezi la kutia rangi.

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



Tumbili

-



Mamba.

Friday, 3 April

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kuendelea kufanya mazoezi ya kuandika kwa hati nadhifu.

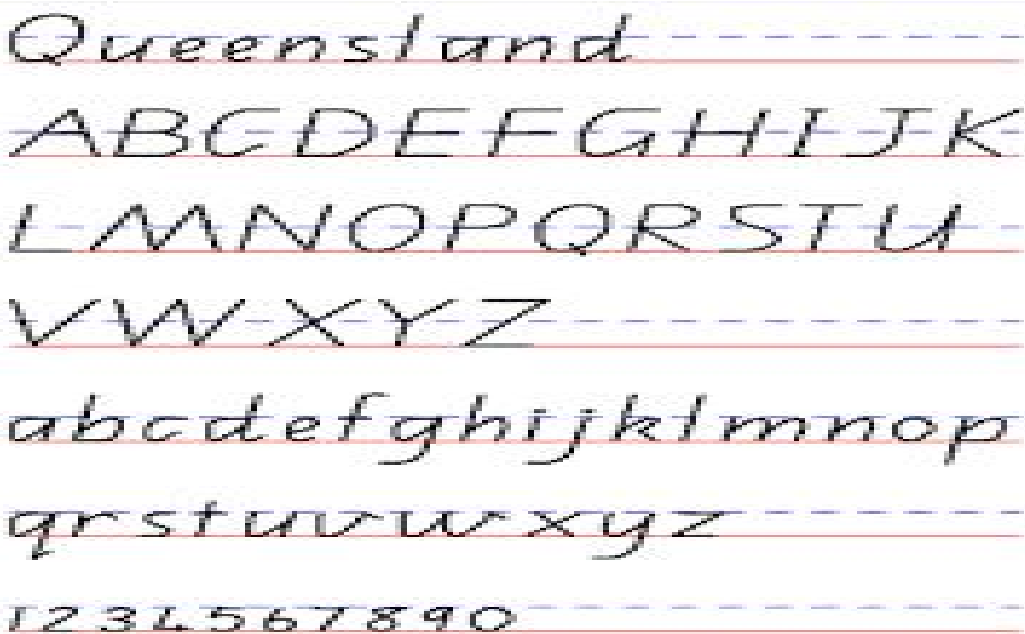
Vifaa Vinavyohitajika:

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

Maagizo ya Somo:

- Katika kipindi hiki mwanafunzi ataandika kwa mwandiko nadhifu

Tazama jinsi herufi zifuatazo zilivyoandikwa.



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

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

Movement Activities

Monday, 30 March

Time: 15 - 20 minutes

Learning Goal:

The student will stretch his body in a quiet way while following instructions.

Materials Required:

- A flat surface such as a carpet, a yoga mat or the grass outside
- A screen to show the yoga videos using the links:

[Yoga for the eyes](#)

[Greet the sun](#)

[Yoga for the back](#)

- Alternative exercise from a book if you cannot access the video

Instructions for Learning:

If your child is very active, you could start with 100 star jumps on the spot before the yoga.

Choose from the yoga activities, or do them all.

- Yoga for the eyes!
- Greet the sun
- Yoga for the back

Yoga for the eyes is important if your children are having more than usual screen time while at home.

The activities are about 5 minutes each.

The instructions are clear and you can follow the movements of the person demonstrating on the video.



Tuesday, 31 March

Time: 30 minutes

Learning Goal:

The student will stretch his body in a quiet way while following instructions. The student will search for objects on a list

Materials Required:

[Yoga for the eyes](#)

[Greet the sun](#)

[Yoga for the back](#)

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

Instructions for Learning:

- Start with some stretches from the yoga exercises.
- Give your child the outdoor scavenger hunt. The aim is to try to find all the objects on the list.
- Use a pencil to tick off the objects as they find them
- Use a bag or some kind of container to put the objects in

You can time the child to see how quickly they can find all the objects.

Outdoor Scavenger Hunt

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

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

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

Wednesday, 1 April

- **Time:** 30 minutes

Learning Goal:

The student will stretch his body in a quiet way while following instructions. The student will search for objects on a list

Materials Required:

[Yoga for the eyes](#)

[Greet the sun](#)

[Yoga for the back](#)

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

Instructions for Learning:

- Start with some stretches from the yoga exercises.
- Give your child the indoor scavenger hunt. The aim is to try to find all the objects on the list.
- Use a pencil to tick off the objects as they find them
- Use a bag or some kind of container to put the objects in

You can time the child to see how quickly they can find all the objects.

Indoor Scavenger Hunt

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

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

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

Thursday, 2 April

Time: 20 - 30 minutes

Learning Goal:

The student will follow instructions to do physical actions and also practise his motor memory

Materials Required:

- The print out below
- Scissors
- Stapler
- <https://www.yourtherapysource.com/blog/2019/07/09/body-awareness-activities/> (copied below)

Instructions for Learning:



Simon Says... Motor Memory

Directions: Cut the 10 strips out below. Stack the strips with number one on the top. Staple the strips together. Perform action #1. Turn the page. Perform action #1 followed by action #2. Turn the page and without looking back, perform action #1, action #2 and action #3. Continue moving through the actions. Can you remember and perform all 10 actions?

1. Tap your head with both hands 2 times.

2. Touch both hands to your right knee.

3. Jump up 3 times.

4. Reach both arms up high.

5. Go up on your toes, three times.

6. Squat down 2 times.

7. Spin around 1 time.

8. Shake your body.

9. Stomp your feet.

10. Balance on one foot for a count of 3.

Friday, 3 April

Time: 20 - 30 minutes

Learning Goal:

The student will follow instructions to do physical actions and also practise his motor memory

Materials Required:

- <https://www.yourtherapysource.com/blog1/2019/07/09/body-awareness-activities/> (copied below)
- Any size of ball or balls.

Instructions for Learning:

Simon Says Exercise Ball Style

This is an easy way to adapt a timeless game of [Simon Says](#) but add in more range of motion, muscle strengthening and spatial relationships. It is more of a challenge when you use a large, exercise ball but if that is not available grab a large beach ball which is lighter weight. No beach balls available? Grab a kickball or playground ball? No balls available? Grab a pillow. Just grab something large enough that requires two hands to hold.

Give each child playing an exercise ball or a large beach ball. Provide the usual directions of a [Simon Says](#) game but add in some additional steps. For example "Simon says...."

1. Put the ball over your head.
2. Hold the ball on your right side.
3. Hold the ball on your left side.
4. Squeeze the ball between your knees.
5. Put the ball behind your back.
6. Sit on the ball.
7. Roll on your belly over the ball.
8. Put the ball on top of the desk.
9. Hold the ball next to the chair.
10. Place the ball between your back and the wall.
11. Touch your left foot on the ball.
12. Put both hands on the side of the ball.
13. Place your right foot under the ball.
14. Touch the ball with your left foot, right hand and your chin.
15. Bounce the ball three times

Exploration Activities

Monday, 30 March

Time: 45 mins

Materials Required:

Learning Goal: Guardians will

- Pen

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

Instructions for Learning:

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



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

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

Pulse Check.

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

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

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

Model it.

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

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

Celebrate it.

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

Enable it.

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

Commit it.

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

Tuesday, 31 March

Time: 45 mins

Materials Required:

- Pen

Learning Goal: Guardians will

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

Instructions for Learning:

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



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

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

Pulse Check.

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

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

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

Model it.

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

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

Celebrate it.

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

Enable it.

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

Commit it.

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

Wednesday, 1 April

Time: 45 mins

Materials Required:

- Pen

Learning Goal: Guardians will

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

Instructions for Learning:

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



Always Growing: We constantly seek out difficult challenges, share and receive helpful feedback as a gift, and see every failure as an opportunity to learn and grow.

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

Pulse Check

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

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

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

Model it.

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

Celebrate it.

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

Enable it.

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

Commit it.

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

Thursday, 2 April

Time: 45 mins

Materials Required:

- Pen

Learning Goal: Guardians will

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

Instructions for Learning:

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



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

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

—Dalai Lama

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

Pulse Check

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

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

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

Model it.

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

Celebrate it.

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

Enable it.

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

Commit it.

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

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

If _____ ,

then _____

If _____ ,

then _____

Friday, 3 April

Time: 45 mins

Materials Required:

- Pen

Learning Goal: Guardians will

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

Instructions for Learning:

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



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

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

African Proverb

Pulse Check

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

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

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

Model it.

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

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

Celebrate it.

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

Enable it.

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

Commit it.

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



Environmental Studies & CRE Activities

Monday, 30 March

Environmental Studies: Plants

Time: 45 minutes

Materials Required:

Exercise book
Drawing materials (crayons, markers, pencils, etc)
[Parts of a Plant \(YouTube - Optional\)](#)

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:
 - 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 weeks, you can instead have your child watch a video on plants (linked above)

Tuesday, 31 March

CRE: Palm Sunday

Time: 45 minutes

Materials Required:

- Paper
- Scissors
- Bible

Learning Goal:

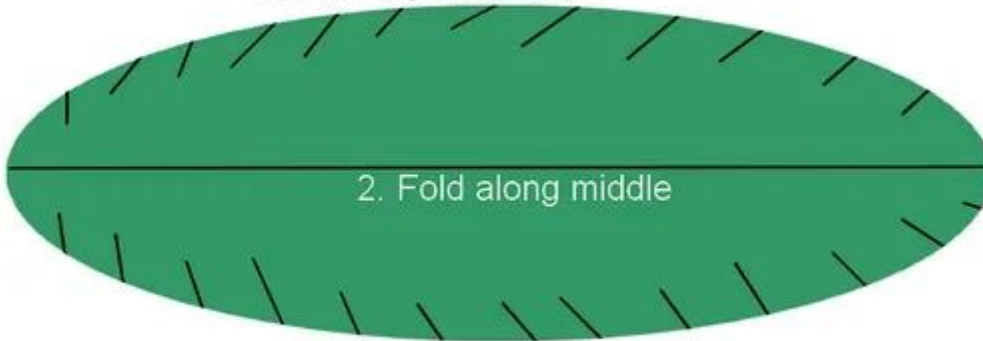
Students will:

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

Instructions for Learning:

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

1. Cut long oval shape



2. Fold along middle

3. Allow children to cut into edges

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

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

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

Wednesday, 1 April
Environmental Studies: Plants

Time: 45 minutes

Learning Goal:

- Check-in on their plants
- Draw their plants

Materials Required:

Exercise book
Drawing materials (crayons, markers, pencils, etc)
[Parts of a Plant from Homeschool Pop \(YouTube\) - Optional](#)

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 weeks, you can instead have your child watch a video on plants (linked above)

Thursday, 2 April
CRE: The Last Supper

Time: 45 minutes

Learning Goal:

Students will:

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

Materials Required:

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

Instructions for Learning:

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

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

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

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

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

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

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

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

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

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

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

He thanked God for the bread and shared it with the disciples and said, "Take this and eat it. This is my body which is given for you". Then He took a full cup, thanked God for it and said, "This is my blood, which will be poured out for many people so their sins may be forgiven." They all took a sip from the cup.

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

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

First of all, Jesus is like a King - but even greater than a king: He's the King of Kings! By washing the disciples feet, He was doing something that only a servant would do. This would

be like if someone famous came to your house and started to clean your room -- even getting down on their hands and knees to clean under your bed! It probably would never happen.

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

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

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

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

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

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

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

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

Friday, 3 April

Environmental Studies: Plants

Time: 45 minutes

Materials Required:

- Tape
- Scissors
- Drawing utensils
- Papers

Learning Goal:

Students will:

- Wrap up their growing experiment by summarising their results

Instructions for Learning:

- Have your child do one more observation of the plant they have been growing.
- Next, your child will put together a book that explains the plant's journey from seed to plant.
- Fold or staple papers together to create a book (you can use [one of the designs here](#), or create your own)

- Using the journal illustrations and descriptions your child created over the past two weeks, have your child cut and paste these into the book.
- Have your child illustrate a front cover to the book.
- Next, have your child tell others in the home the story of their plant!

Note: If your child was not able to grow a plant over the last 2 weeks, instead have your child make a storybook illustrating plant growth from seed to plant with a plant of their choice.