



NOVA PIONEER







SCHOOLS FOR INNOVATORS & LEADERS

At-Home Learning Pack Term 1 2020

Week of: March 18 to 20

Grade: 3

Recommended Schedule for
 **Wednesday 18 March**


| Time | Subject | Learning Experiences | Online Support Activities |
|---------------|---|--|--|
| 8:00 - 9:15 |  Literacy & Writer's Workshop | Summary Writing Writer a summary based on the book "The Twits" written by Roald Dahl | n/a |
| 9:15 - 9:30 | Break | | |
| 9:30 - 10:30 |  Mathematics | Mental Maths strategies with provided games | n/a |
| 10:30 - 10:45 | Break | | |
| 10:45 - 11:30 |  Kiswahili | Kusoma kifungu cha hadithi. | n/a |
| 11:30 - 12:15 |  Movement | Coronavirus Dance: TikTok Dance Challenge | https://www.youtube.com/watch?v=75jyzpRrru o |
| 12:15 - 1:00 | Lunch | | |
| 1:00 - 1:45 |  Environmental Studies & CRE | Environmental Studies: Plants | n/a |
| 1:45 - 2:30 |  Exploration | Coronavirus 101: Emotional Body Map | Booklet: Child-Friendly Explanation |







Recommended Schedule for



Thursday 19 March

| Time | Subject | Learning Experiences | Online Support Activities |
|---------------|------------------------------|--|---|
| 8:00 - 9:15 | Literacy & Writer's Workshop | Creative Story Writing Write your own fiction (make-believe story) | n/a |
| 9:15 - 9:30 | Break | | |
| 9:30 - 10:30 | Mathematics | Mental Maths strategies with provided games | n/a |
| 10:30 - 10:45 | Break | | |
| 10:45 - 11:30 | Kiswahili | Msamiati wa Shambani. | n/a |
| 11:30 - 12:15 | Movement | Dance along to Beat go pop video. | https://family.gonoodle.com/activities/beat-go-pop |
| 12:15 - 1:00 | Lunch | | |
| 1:00 - 1:45 | Environmental Studies & CRE | CRE: The Hebrew Boys | The Hebrew Boys - Youtube |
| 1:45 - 2:30 | Exploration | Coronavirus 101: What is it? How does it spread? | Video: Coronavirus Explained! For Kids |

Recommended Schedule for
 **Friday 20 March**

| Time | Subject | Learning Experiences | Online Support Activities |
|---------------|---|---|--|
| 8:00 - 9:15 |  Literacy & Writer's Workshop | Nouns, Verbs and Adjectives: Identify nouns, verbs and adjectives and use them in a sentence | n/a |
| 9:15 - 9:30 | Break | | |
| 9:30 - 10:30 |  Mathematics | Mental Maths: Strategies with provided games | n/a |
| 10:30 - 10:45 | Break | | |
| 10:45 - 11:30 |  Kiswahili | Kuandika: Matumizi ya herufi kubwa. | n/a |
| 11:30 - 12:15 |  Movement | Dance Challenge: Watch the Ndlovu choir video and make up your own song and dance to inspire others | Video: "We've Got This" |
| 12:15 - 1:00 | Lunch | | |
| 1:00 - 1:45 |  Environmental Studies & CRE | Environmental Studies: Plants | n/a |
| 1:45 - 2:30 |  Exploration | Coronavirus 101: Hygiene Habits | Video: Coronavirus Explained! For Kids |

Literacy & Writer's Workshop Activities

Wednesday, 18 March

Time: 45 - 60 minutes

Learning Goal:

Students will be able to:
Write a summary based on the book
"The Twits" written by Roald Dahl

Materials Required:

- OPTIONAL [The Twits](#) (Online copy)
- Scrap paper (preferably with lines) and writing and drawing instruments (such as a pen and coloured pencils or crayons)

Instructions for Learning:

During Term 1, Students read the Roald Dahl book, "The Twits".

- Write a short summary of the story "The Twits". This can be about a specific chapter you enjoyed the most or the book in general.
- Include the following in your summary:
 - Talk about and describe the main characters.
 - Describe the setting.
 - Summarise the main events of the story..
 - Draw a picture of your favourite part of the story.

Thursday, 19 March

Time: 45 - 60 minutes

Learning Goal:

Students will be able to:
Write your own fiction (make believe story)

Materials Required:

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

Instructions for Learning:

During Term 1, Students learned about writing fiction or make believe stories.

Questions and Discussion prompts:

- What will you be writing about? Is it based on a story you read, a movie you watched or something someone told you about?
- Plan your writing by thinking about and answering the question word prompts:
 - Who
 - Where
 - When
 - What
 - How
 - Why
- Answer the "What happened" prompts as you begin writing your draft:

- First
- Next
- Then
- Last
- Draw a picture to match your writing.

Friday, 20 March

Time: 45 - 60 minutes

Learning Goal:

Students will be able to:
Identify nouns, verbs and adjectives and use the words in a sentence

Materials Required:

- [Grade 3 Sentence Patterning chart template.jpg](#)
- [Grade 3 Sentence patterning chart example.jpg](#)
- Writing and drawing instruments (such as pens, pencils and coloured crayons or markers) and scrap paper

Instructions for Learning:

During Term 1, Students learned about nouns, verbs and adjectives, which are all parts of speech.

- Students compile a collection of words (5 - 10) in the “Sentence patterning chart template”
- *“Prepositional Phrases: column can be left out if Students are not able to identify [prepositions](#).”*
- Thereafter, Students will use a word from each column to create a sentence and draw a picture that matches the sentence

+ Mathematics Activities

Wednesday, 16 March - Friday, 18 March

Time: 45 minutes per day

Learning Goal:

Students will

- use mental strategies to add, subtract and multiply numbers.
- Use mental strategies to add up to 3 single digit numbers
- Multiply numbers by 10
- Use place value of digits up to thousands
- Use doubling and halving as mental strategies
- Use multiplication and division
- Solve money problems
- Find own strategies to solve problems

Materials Required:

- Pencil and paper
- Dice (Game 1)
- Pack of cards (Games 2, 3 & 8)
- Money or play money (Game 4)
- Beans or counters (Game 5)
- Number Grid (Game 6)
- Dominos or domino cut-outs (Game 7)

Instructions for Learning:

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

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

Game 1: Dice Game

2 - 4 players

Dice

Take turns to roll the dice.

Use the two numbers to:

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

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

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



Game 2a:

Pack of cards

2 players



= 1



= 11



= 13



= 12

Shuffle the pack and lay the cards face down.

Players take turns to flip over 5 cards, one card at a time, while mentally adding each number they turn over.

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

Check their calculations.

Remove the 5 cards that have been used, before continuing with the next player.

Game 2b:

This time use 8 cards.

Game 2c:

Remove the face cards (Jack, Queen & King) from the pack.

Play the game again, but this time each card represents 10 times the number on the card e.g. 2 represents 20. Use 3 - 5 cards, depending on what students can manage.

Game 3a:

2 players

Pencil and paper

Pack of cards

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

— — — —

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

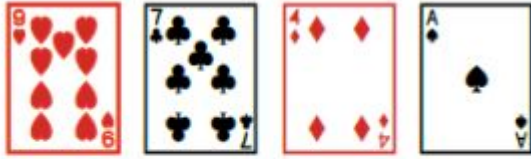
They continue drawing cards until all four place values are filled in.

The goal is to make the 4-digit number as big as possible.

For example, a player gets these cards:



She makes this number:



Player 1

9 7 4 1

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

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

Game 3b:

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

Game 4:

2 players

Money or play money (see below)

Dumi and Feni are playing games with their Grandpa. He likes to jiggle the coins in his pocket

when he walks. If Dumi and Feni can guess the number of each kind of coin in his pocket and the total, their Oupa lets them split the money between them.



Oupa's coins Handout 1
Clues



This pocket contains an equal number of 50c, 10c and 20c coins.

There are 30 coins altogether. What is the total?



This pocket contains half as many 10c pieces as 20c pieces.
There are four 50c pieces.

There are 16 coins altogether. What is the total?



Another pocket has eight 50c pieces and twice as many 10c pieces as 20c pieces.

The total is R10. How many 20c pieces are there?



This pocket contains half as many 50c pieces as 20c pieces.
There are two 50c pieces.
How many 10c pieces are needed to make a total of R4?



Another pocket contains R7,50 altogether.

There are fifteen 10c coins.

There are two less 50c coins than 20c coins.
How many 50c coins are there?



Game 5: Bean Salad

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

For each salad, work out how many beans of each colour there are.

Example:

This salad has 18 red, white and brown beans.

Half of them are white.

Three of the beans are red.

How many of each colour are there?



Answer: 3 red, 9 white and 6 brown.

| | |
|---|---|
| Salad 1 This salad has 27 beans. There are the same number of each colour. | Salad 6 This salad has 130 beans altogether. There are 10 white beans and one quarter of the rest is red. How many brown beans are there? |
| Salad 2 This salad has 4 red beans. There are twice as many white beans as red beans. White beans make up half the total number of beans in the salad. The remaining beans are brown. | Salad 7 There are 16 less white beans than red beans. There are 27 beans altogether. |
| Salad 3 This salad has 20 beans altogether. There are 5 brown beans. There is one more red bean than white beans. | Salad 8 There are 25 more red beans than white beans. There are 37 white beans and no brown beans. |
| Salad 4 This salad has 24 beans. There are 8 white beans. One quarter of the rest are red. The remainder are brown. | Salad 9 There are 86 brown beans. There are half as many red beans. There are the same number of brown beans as there are red beans. |
| Salad 5 There are 13 white beans and 6 less red beans than white beans. | Salad 10 There are 230 red beans, double as many white beans and no brown beans. |

Game 6: How close to 100

2 - 4 players

Each player needs a grid of squares

The aim of the game is for each player to cover their grids as completely as possible by shading in squares.

Throw two dice.

Multiply the numbers to find the product.

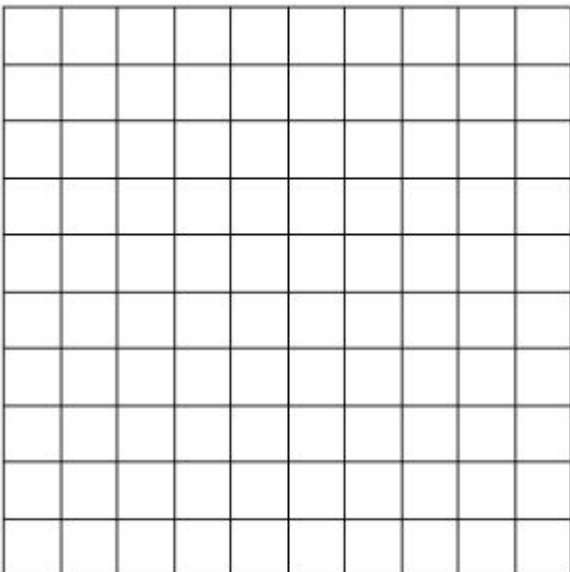
Shade the corresponding number of blocks on your grid.

Each player has ten turns, or as many as needed for them to shade as close to 100 of the squares on the grid as possible.

For example:

$2 \times 6 = 12$ or $6 \times 2 = 12$ means you can shade 2 rows x 6 columns or 2 columns by 6 rows in a rectangle on your grid.

Grid



| | |
|--------------------|---------------------|
| 1. ___ x ___ = ___ | 6. ___ x ___ = ___ |
| 2. ___ x ___ = ___ | 7. ___ x ___ = ___ |
| 3. ___ x ___ = ___ | 8. ___ x ___ = ___ |
| 4. ___ x ___ = ___ | 9. ___ x ___ = ___ |
| 5. ___ x ___ = ___ | 10. ___ x ___ = ___ |

Game 7

A set of dominoes or cut-outs of dominoes.

Pencil and paper

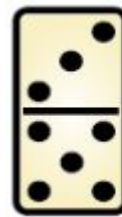
Game 7a:

Each player draws 7 dominoes from the pile. They multiply the two sets of dots on each card and write down each product.

The player with the highest product wins that round and scores one point.

They play again.

The winner is the player/s to score 5 points first.



$$5 \times 3 = 15$$

Game 7b:

Write down the totals, arranging them from highest to lowest.

Add the totals. The player with the highest total wins that round.

Game 7c:

Players take turns to turn over a domino. They must use the two numbers to construct the fact family for these numbers.

For example, for 5 and 3, the fact family is:

$$5 \times 3 = 15$$

$$3 \times 5 = 15$$

$$15 \div 3 = 5$$

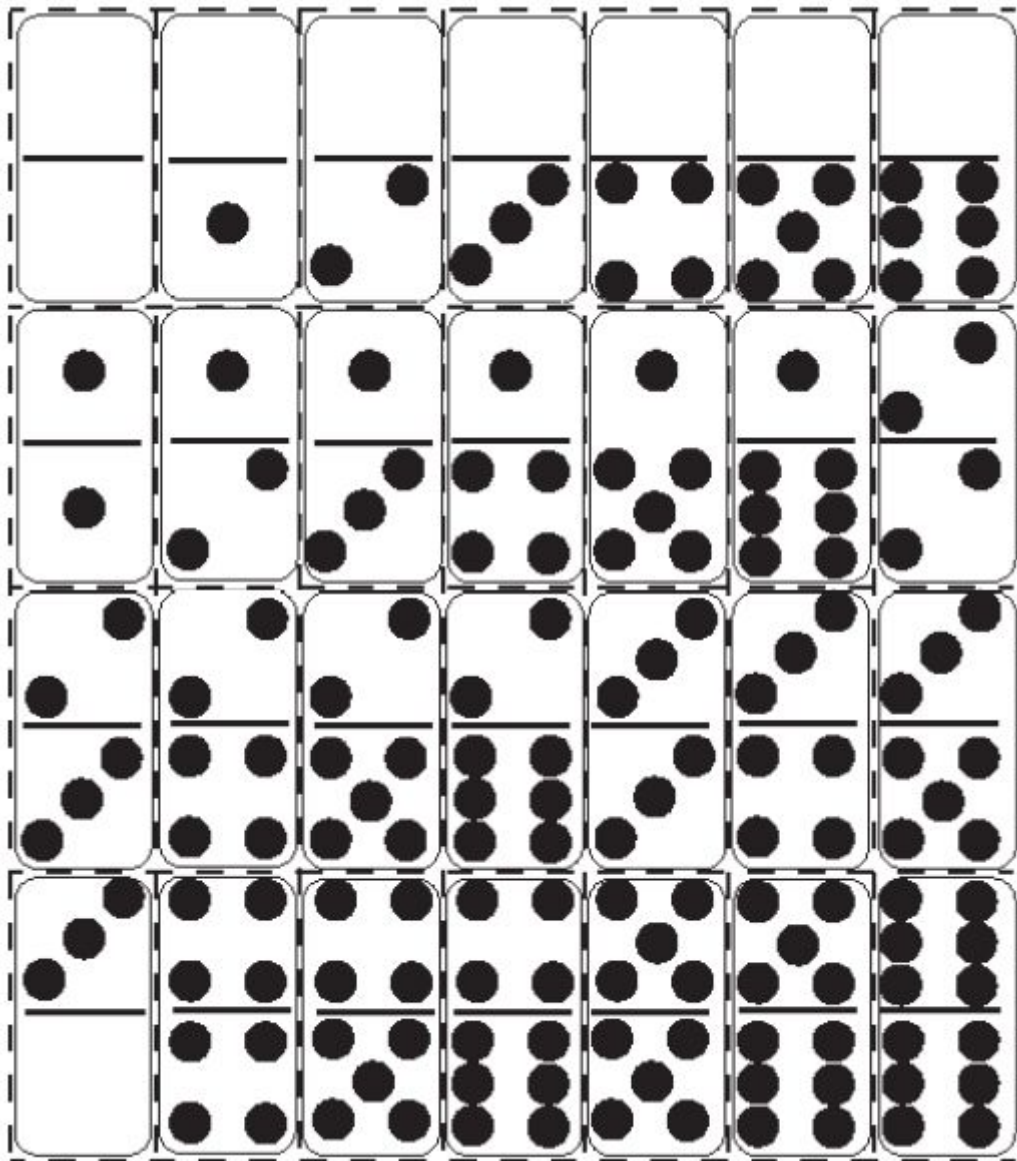
$$15 \div 5 = 3$$

If a player gets all four facts correct, they score a point.

Game 7d:

In this version, they start with the number 500 or a smaller target number.

They write down each product and keep a running total of what is left from 500. The winning player is the first one to get to zero after subtracting their products.



Game 8

Pack of cards

Two players face each other with the deck of cards face down between them.

The third player (or caregiver) sits between them so she can see the faces of the two players. The two players each pick up a card from the deck, and without looking at it, place it on their foreheads.

They can see the card of the other player, but not their own. The third player can see both cards.

She mentally multiplies the numbers on the two cards together and tells the others the total (or product).

In the example, she would say 18.

This is the clue for the first two players. The first one to work out the value of his own card (still on his forehead) correctly, wins both cards.

A round ends when each player has had a turn to be the one to see both cards.

The player with the most cards at the end of the game is the overall winner.

Note: In Grade 3, students only work with multiples of 2, 3, 4, 5 and 10 in class.

You can remove the higher number cards from the pack, or help to find the answers for the higher products (e.g. $8 \times 7 = 56$).



Kiswahili Activities (KE)

Wednesday, 18 March

Muda: Dakika 45

Lengo la somo:

Mwanafunzi aweze kusoma kifungu cha hadithi kwa ufasaha a kuyajibu maswali kutoka katika kifungu hicho.

Vifaa vinavyohitajika:

- Kifungu cha hadithi.
- Kalamu na penseli.
- karatasi/ Daftari

Maagizo ya somo:

Mwanafunzi atakisoma kifungu na kujaribu kuyajibu maswali kutoka katika kifungu hicho.

Ayela Mkakamavu

Ayela aliishi na shangazi yake jijini. Shangazi alimpeleka kusoma katika shule ya msingi ya Jamii. Alimshauri asome kwa bidii. Alimwambia kuwa wakati mwingine masomo yatakuwa magumu lakini asife moyo. Alimwambi akiendelea kutia bidii atafaulu.

Ayela alianza muhula wa tatu. Somo la Hisabati likianza kuwa gumu. Alijaribu kutia bidii lakini hakuweza kufaulu. Alianza kupata alama za chini. Mwalimu wake, Bw Baraka, aliwaadhibu sana wanafunzi ambao walikosa kuelewa somo lake. Alianza kuichukia shule na hasa darasa la tatu.

Kila asubuhi alienda shuleni na kujificha maktabani. Baada ya wiki mbili mwalimu Baraka aligundua alikojificha Ayela. Alimwita mzazi wake ili waweze kushauriana. Shangazi yake alimhimiza na kumwelezea kuwa somo hilo si ngumu. Alimsaidia kila jioni alipofika nyumbani. Mwalimu Baraka naye alimsaidia wakati wa mapumziko.

Mtihani wa mwisho wa muhula ulipofika, alikuwa tayari. Alitokea kuwa wa kwanza katika somo la hesabu. Ayela alimshukuru mwalimu Baraka na shangazi yake.

Maswali.

1. Ayela alisomea katika shule ya msingi ya_____
2. Mwalimu wa hisabati aliitwa Bwana_____
3. Ni somo lipi lilikuwa gumu kwa Ayela_____
4. Wataje watu wawili waliomsaidia sana Ayela._____and_____
5. Kukata tamaa ina maana_____ (Kutia bidii, kufa moyo)

Thursday, 19 March

Muda: Dakika 45

Lengo la Somo.

Mwanafunzi aweze Kutambua baadhi ya msamiati wa shambani.

Vifaa vinavyohitajika.

- Vifaa/picha za shambani.
- kalamu/ penseli
- karatasi /Daftari
-

Maagizo ya somo:

- Katika Kipindi hiki mwanafunzi ataendelea kutambua na kujikumbusha vifaa mbalimbali vinavyotumika katika shughuli za shambani.
- Atafanya shughuli hiikwa kurejelea picha na pia kwa kutumia mraba wenye majina ya vifaa hivi.

Tambua majina ya vifaa hivi.









Katika zoezi hili mwanafunzi atatafuta majina ambayo ni msamitai wa shambani katika mraba huu kisha ayaandike katika karatasi au daftari.

| | | | | | |
|---|---|---|---|---|---|
| s | f | y | u | r | t |
| e | h | r | t | u | r |
| p | j | e | m | b | e |
| e | o | k | s | k | k |
| t | i | i | g | y | t |
| u | u | g | u | f | a |

1. _____ 2. _____ 3. _____ 4. _____

Friday, 20 March

Muda: Dakika 45

Vifaa vinavyohitajika.

- Kalamu na penseli
- Karatasi na daftari.
- Sentensi na majina yenye herufi kubwa na ndogo.

Lengo la Somo:

Mwanafunzi aweze kutambua na kujikumbusha matumizi ya herufi kubwa.

Maagizo ya somo:

Mwanafunzi azisome sentensi hizi.

1. nairobi ni jiji kubwa
2. heri ni mwanafunzi katika shule ya novapioneer
3. mto athi unapatikana katika nchi ya kenya
4. bwana ni mkulima bora sana
5. mwalimu wetu wa hisabati ni bwana akili

Je, ni jambo lipi umegundua katika sentensi hizoo hapo juu.

Sentensi hizo zina makosa kwa kuwa hazijaanza kwa herufi kubwa. Kila sentensi lazima ianzie kwa herufi kubwa. Pili, majina ya watu rasmi, mahali na vitu mbalimbali kama mito na milima huanza kwa herufi kubwa.

Tazama na usome mifano hii.

1. Majina ya watu rasmi-Yohana, Maria, Mzee Bidii
2. Majina ya miji, nchi na mahali mbalimbali-Kenya, Uganda,AfrikaKusini,Machakos, Nairobi.
3. Majina ya masomo-Kiingereza, Sayansi.
4. Majina ya siku na miezi-Jumatatu, Ijumaa,Jumamosi
5. Majina ya mito,milima na maziwa-Mto Athi, Mlima Kenya.

Zoezi.

Tumia herufi kubwa panapostahili.

1. mjomba wangu anaitwa gabrieli.
2. nitamtembelea shangazi ana siku ya jumapili
3. tutafunga shule mwezi wa aprili
4. tuliona ziwa victori tulipotembelea jiji la kisumu.

Movement Activities

Wednesday, 18 March

Time: 45 minutes

Learning Goal:

Learners are made aware of how to properly wash their hands through a fun challenge video.

Materials Required:

- Youtube video:
<https://www.youtube.com/watch?v=75jyzpRrruo>

Instructions for Learning:

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

Thursday, 19 March

Time: 45 minutes

Learning Goal:

Learners watch the Beat go pop video and dance along

Materials Required:

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

Instructions for Learning:

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

Friday, 20 March

Time: 45 minutes

Learning Goal:

Learners watch the Ndlovu choir video and create their own song and dance to increase Coronavirus awareness.

Materials Required:

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

Instructions for Learning:

Learners watch the Ndlovu choir video. Learners create a song, this can be to the tune of any existing song or they can make up their own. Why not try a different type of music, like rap? Your song should increase awareness around the Coronavirus and how to keep yourself and others safe. You should add dance movements to their song, which fits the lyrics. Think about the dance you did yesterday, why not include some of the moves in this dance? If possible, ask an adult to record you doing this song and dance to share with family and friends.

Wednesday, 18 March
Environmental Studies: Plants

Time: 45 minutes

Learning Goal:

Students will:

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

Materials Required:

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

Instructions for Learning:

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

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



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

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

24 NATIONAL GEOGRAPHIC KIDS

Thursday, 19 March
CRE: The Hebrew Boys

Time: 45 minutes

Learning Goal:

Students will:

- Retell the story of The Hebrew Boys
- Write how they will stand up for what is right

Materials Required:

- [The Hebrew Boys - Youtube \(optional\)](#)
- Drawing paper
- Drawing materials (crayons, markers, pencils, etc)

Instructions for Learning:

- Remind child that we learned the story of The Hebrew Boys in CRE.
- Ask child to retell the story of the The Hebrew Boys.
 - Optional: watch the YouTube video that retells the story
- Ask the child to write 1 way they will stand up for what is right, and to illustrate this in a picture.
 - Ex) *I will be a stand up for what is right by...*

Friday, 20 March
Environmental Studies: Plants

Time: 45 minutes

Learning Goal:

Students will:

- Germinate their own seeds

Materials Required:

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

Instructions for Learning:

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

Instructions for children:

1. Fill the container with soil.
2. Plant the seeds inside the soil.
3. Place the container somewhere warm, sunlight is good but try to avoid too much direct sunlight, a window sill is a good spot.
4. Keep the soil moist by watering it everyday (be careful not to use too much water).

5. Record your observations as the seeds germinate and seedlings begin to sprout from the seeds.

What's happening?

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

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

Exploration Activities

Wednesday, 18 March

Time: 45 mins

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

Materials Required:

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

Instructions for Learning:

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

Thursday, 19 March

Time: 45 mins

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

Materials Required:

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

Optional:

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

Preparation Notes:

- Watch [Video: Soap Experiment](#) to prepare for your demonstration

- Prepare a bowl with soap
- Prepare a plate with water and crush some pepper into it

Instructions for Learning:

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

Friday, 20 March

Time: 45 mins

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

Materials Required:

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

Optional:

- [Mini-Lesson on how hand sanitizer kills germs](#)
- Hand Sanitizer

Preparation Notes:

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

Instructions for Learning:

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