



NOVA PIONEER

SCHOOLS FOR INNOVATORS & LEADERS

At-Home Learning Pack Term 1 2020

Week of: March 23 to 27

Grade: 3

Recommended Schedule for



Monday 23 March

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	Spelling Be exposed to, learn, and correctly spell a selection of words	N/A
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Counting to 10 000	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	Sarufi: Umoja na wingi wa sentensi	N/A
11:30 - 12:15	Movement	Target Practice	https://handsonaswegrow.com/messy-mud-target-practice-for-kids/
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	Environmental Studies: Plants	N/A
1:45 - 2:30	Exploration	SEL Moment: How Is My Body Feeling?	N/A







Recommended Schedule for



Tuesday 24 March







Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	Creative Writing Writing a fiction story using a writing picture prompt	N/A
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Place Value to 10 000	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	Msamiati: Uzalendo	N/A
11:30 - 12:15	Movement	Dance off	https://www.youtube.com/watch?v=k0HDStQjIhg&app=desktop
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	CRE: Jonah and the Whale	Jonah and the Whale (YouTube) - Optional
1:45 - 2:30	Exploration	SEL Moment: Counting Breaths	N/A

Recommended Schedule for
 **Wednesday 25 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	 Literacy & Writer's Workshop	Story Reading Read a story extract and answer comprehension questions	N/A
9:15 - 9:30	Break		
9:30 - 10:30	 Mathematics	Compare and order	N/A
10:30 - 10:45	Break		
10:45 - 11:30	 Kiswahili	Kusikiliza hadithi na kuandika muhtasari wake.	N/A
11:30 - 12:15	 Movement	Movement cube	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	 Environmental Studies & CRE	Environmental Studies: Plants	N/A
1:45 - 2:30	 Exploration	SEL Moment: Using Mantras	N/A

Recommended Schedule for

 **Thursday 26 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	 Literacy & Writer's Workshop	Reading and Writing Comprehension Read a story extract and answer comprehension questions	N/A
9:15 - 9:30	Break		
9:30 - 10:30	 Mathematics	Number patterns	N/A
10:30 - 10:45	Break		
10:45 - 11:30	 Kiswahili	Kusoma: Kusoma kifungu na kujibu maswali.	N/A
11:30 - 12:15	 Movement	Beanbag activity	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	 Environmental Studies & CRE	CRE: Namaan is Healed	Namaan is healed (YouTube) - Optional
1:45 - 2:30	 Exploration	SEL Moment: What are my Strengths? (Culture Principles)	N/A

Recommended Schedule for



Friday 27 March

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	Parts of Speech: Nouns, Verbs and Adjectives Sort and group a selection of words as nouns, verbs or adjectives.	N/A
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Adding, subtracting Mental maths	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	Kuandika: Kuandika Insha	N/A
11:30 - 12:15	Movement	Pick one activity that you really enjoyed from the week and do it again	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	Environmental Studies: Plants	N/A
1:45 - 2:30	Exploration	SEL Moment: Solving Problems (Culture Principles)	N/A

Literacy & Writer's Workshop Activities

Monday, 23 March

Time: 45 - 60 minutes

Materials Required:

- Spelling worksheet (can be printed once and used throughout the week)

Learning Goal:

Students will be able to:

Be exposed to, learn, and correctly spell a selection of words

Instructions for Learning:

During Term 1, Students learned numerous new and exciting words to enhance their reading, spelling and writing.

- Introduce and read through the spelling list:

Spelling Words	Monday	Tuesday	Wednesday	Thursday
1. fries	1. _____	1. _____	1. _____	1. _____
2. spied	2. _____	2. _____	2. _____	2. _____
3. tries	3. _____	3. _____	3. _____	3. _____
4. replied	4. _____	4. _____	4. _____	4. _____
5. trying	5. _____	5. _____	5. _____	5. _____
6. fried	6. _____	6. _____	6. _____	6. _____
7. cries	7. _____	7. _____	7. _____	7. _____
8. tried	8. _____	8. _____	8. _____	8. _____
9. dries	9. _____	9. _____	9. _____	9. _____
10. crying	10. _____	10. _____	10. _____	10. _____
11. spies	11. _____	11. _____	11. _____	11. _____
12. cried	12. _____	12. _____	12. _____	12. _____
13. replies	13. _____	13. _____	13. _____	13. _____
14. dried	14. _____	14. _____	14. _____	14. _____
15. frying	15. _____	15. _____	15. _____	15. _____
16. until	16. _____	16. _____	16. _____	16. _____
17. almost	17. _____	17. _____	17. _____	17. _____
18. happy	18. _____	18. _____	18. _____	18. _____
19. seen	19. _____	19. _____	19. _____	19. _____
20. show	20. _____	20. _____	20. _____	20. _____
astronaut	_____	_____	_____	_____

- Discuss the meaning of each word (feel free to use an online or hard copy dictionary for this)
- Try to use each of the words in a verbal sentence.
- Practice spelling each of the words individually.
- The spelling words can be practiced daily, at the end of every Literacy activity.
- An optional spelling test can be written on Friday, at the end of the Friday Literacy activity.

Tuesday, 24 March

Time: 45 - 60 minutes

Learning Goal:

Students will be able to:
Writing a fiction story using a writing picture prompt

Materials Required:

- Writing picture prompts (attached, printed or looked at on screen)
- Scrap paper and writing instruments (such as a pen or pencil)

Instructions for Learning:

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

Questions and Discussion prompts:

- Look at the writing prompt pictures.



Option 1:



Option 2:



Option 3:

- Which picture interests you the most? Why?
- Pick one of the pictures to base your writing on.
- Think about and discuss what will you be writing 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

- Read your story to someone.

Wednesday, 25 March

Time: 45 - 60 minutes	Materials Required: <ul style="list-style-type: none"> ● Chapter excerpt from "The Twits" (printed or soft copy) ● Scrap paper and writing instruments (such as a pen or pencil)
Learning Goal: <u>Students will be able to:</u> Read a story extract and answer comprehension questions	

Instructions for Learning:
During Term 1, Students read chapter books and answered comprehension questions based on what was read.

- Read the chapter "Mrs Twit Gets a Stretching" from "The Twits".

Mrs Twit Gets a Stretching

Mr Twit led Mrs Twit outdoors where he had everything ready for the great stretching. He had one hundred balloons and lots of string. He had a glass cylinder for filling balloons. He had fixed an iron ring to the ground. "Stand here," he said, pointing to the iron ring. When that was done, he began filling the balloons with gas. Each balloon was on a long string and when it was filled with gas it pulled on its string, trying to go up and up. Mr Twit tied the ends of the strings to the top half of Mrs Twit's body. Some he tied round her neck, some he tied under her arms, some to her wrists and some even to her hair. Soon there were fifty coloured balloons floating in the air above Mrs Twit's head. "Can you feel them stretching you?" asked Mr Twit.

"I can! I can!" cried Mrs Twit. "They're stretching me like mad".

He put on another ten balloons. The upward pull became very strong. Mrs Twit was quite helpless now. With her feet tied to the ground and her arms pulled upwards by the balloons, she was unable to move. She was a prisoner, and Mr Twit had intended to go away and leave her when Mrs Twit opened her big mouth and said something silly.

"Are you sure my feet are tied properly to the ground?" she gasped. "If those strings around my ankles break, it'll be goodbye for me!"

And that's what gave Mr Twit his second nasty idea.

- Answer the following questions, in writing, using full sentences:
 1. How many balloons did Mr Twit have?
 2. Why was he stretching her? What was his plan?
 3. Which of Mrs Twit's body parts did Mr Twit tie to the balloons?
 4. Why does the author write that Mrs Twits was "like a prisoner"?
 5. What do you think Mr Twit's second nasty idea could be?
 6. Why does the author use the word "gasped" instead of "said" when Mrs Twit asks if her feet are tied to the ground properly?

Thursday, 26 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 "[MONSTER MANNERS by Daniel Errico](#)"
- Scrap paper and drawing and colouring instruments (such as coloured crayons, pencils and markers)

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:
 - Do you think monsters have manners? Give a reason for your answer?
 - What do you imagine a monster mall looks like?
 - Can you list any 3 examples of adjectives the author used in this story?
 - Can you describe some of the monsters the author tells us about in this story?
 - What do the monsters prefer to eat at their balls?
 - Re-enact any of the monster dances, as the author writes about in the story.
 - What are monsters' homes made out of?
 - According to the story, True or false: Monster's make a mighty friend.
 - Is this story a work of fiction or nonfiction? Give a reason for your answer.
 - Now, draw a picture of a make believe monster you think could also be in this story.

Friday, 27 March

Time: 45 - 60 minutes

Learning Goal:

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

Materials Required:

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

Instructions for Learning:

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

- Ask Students to explain what a noun, verb and adjective is.

- Ask Students to explain how they are different by telling you the purpose of each of these parts of speech.
- Read the word list with Students.

beautiful	garden	hike	kick	three	think
furry	drive	dress	dinosaur	scratchy	rooster
sing	blue	soft	candle	laugh	write
ocean	brain	touch	disgusting	old	chimney

- Students will then sort each individual word based on if the word is an example of a noun or a verb or an adjective. Verbs can be circled in one colour, nouns can be underlined in a different colour and adjectives can be highlighted in a third different colour.
- Students will then group the words using the template by writing the words in the correct column.

nouns	VERBS	ADJECTIVES
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____

- Students can choose any one of each of the verbs, nouns and adjectives to create and write one sentence with.

+ Mathematics Activities

Monday, 23 March

Time: 45 minutes

Materials Required:

- Number grids

Learning Goal:

Counting to 10 000

Counting in 10s, 20s, 25s, 50s, 100s

Instructions for Learning:

Let your child use the number grid for counting. You or your child can make grids for the numbers 201 to 400, 401 to 600 etc up to 1000.

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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200

Ask questions such as:

1. Count and say each number from 147 to 200.
2. Count back from 200 to 165.
3. Count in 10s to 200. How many 10s in 200?
4. Count in 20s to 200. How many 20s in 200?
5. Count in 50s to 200. How many 50s in 200?
6. Count in 100s to 200. How many 100s in 200?

Tuesday, 24 March

Time: 45 minutes

Learning Goal:

Place value to 10 000

Materials Required:

- Place value number cards (use templates below or [Place value cards](#) - this website provides free printable cards for numbers up to 10 million).

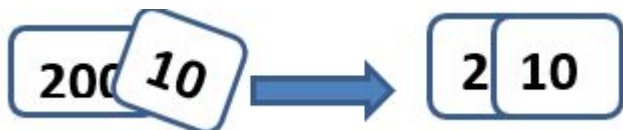
Instructions for Learning:

With these questions, ask the child to make the numbers with number cards. This strengthens their understanding of place value.

What number comes after 200?



Two hundred and one.
Use number cards to make 201 to 209.
Count from 201 to 209.
What comes after 209?



Two hundred and ten.
Use number cards to make 210 to 219.
Count from 210 to 219.
Count from 270 to 279.
Count from 290 to 299.
What three numbers comes after 299?
Three hundred, 301 and 302.



Use number cards to make 301.
Use number cards to make 310.
Count from 310 to 320.
Count from 390 to 399.
What comes after 399?

400

Count from 400 to 420.
Count from 480 to 499.
What number comes after 499?

500

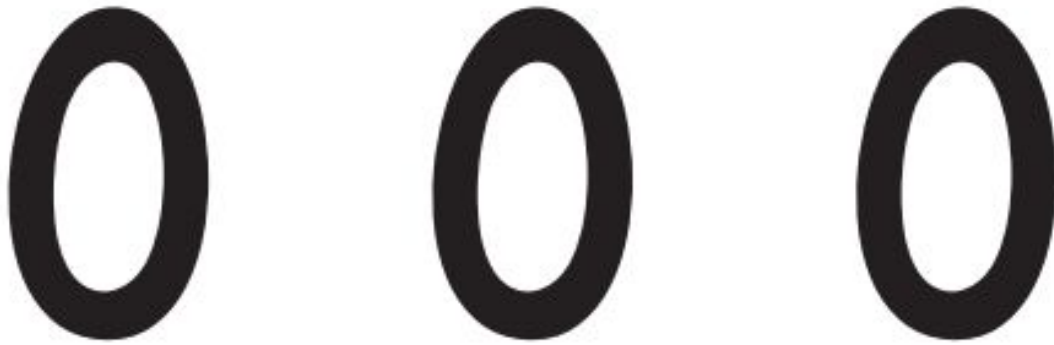
Templates (correct sizes so that number cards can be used together to create numbers): For the ones (1, 2, 3, 4, 5, 6, 7, 8, 9, 0)



For the tens



For the hundreds



Wednesday, 25 March

Time: 45 minutes

Learning Goal:

Compare and order numbers

Materials Required:

- Number grids can be used to check answers

Instructions for Learning:

Use questions like these:

- Count in 10s from 800 to 990.
- Count backwards in 5s from 795 to 710.
- Complete the skip counting:
 - 44; ___; 52; 56; 60; ___; ___; 72
 - 1 000; 975; 950; ___; ___; ___.

Describe, compare and order numbers to 1 000 Grade 3

- Write the numbers from biggest to smallest
345, 428, 389, 561, 600, 739, 620, 824.
- What number comes after 678? Before 900?
- True or False: 223 is closer to 220 than to 230.
- Fill in more than or less than:
330 _____ 303 466 _____ 664
- What is the biggest number you can make with the digits 3, 8 and 6?

Order, compare and represent numbers to 999

a. Show which number is halfway between 100 and 500 on a number line. Ask the child to show you on a number line.

b. Write the numbers from biggest to smallest

345, 428, 389, 561, 600, 739, 620, 824.

c. Complete the following with more than, equals or less than.

89 _____ 98

109 _____ 190

Copy and complete with more than, less than or equals

54 _____ 45 36 _____ 63 18 + 22 _____ 40

65 _____ 56 78 _____ 87 100 _____ 99

13 _____ 31 47 _____ 20 + 27 80 _____ 88

What 3 numbers come between 15 and 19? Ask the child to show you on a number line.

What number comes before 100?

What number comes after 100?

What number is 10 more than 33?

What number is 10 less than 40?

Which number comes first? How do you know?

45 or 54? 35 or 53? 12 or 21? 31 or 32?

76 or 67? 72 or 27? 96 or 99? 13 or 31?

Make the number sentences true.

_____ is 5 more than _____ _____ is 5 less than _____

_____ is 10 more than _____ _____ is 10 less than _____

_____ is 20 more than _____ _____ is 20 less than _____

Is 156 closer to 150 or to 160?

Is 114 closer to 110 or to 120?

What number is halfway between 193 and 199? Ask the child to show you on a number line.

Which number comes first?

134 or 143 165 or 156 178 or 187 197 or 179

109 or 190 108 or 180 140 or 104 150 or 105

Thursday, 26 March

Time: 45 minutes

Materials Required:

- Blocks or counters
- Worksheet below

Learning Goal:

Number bonds up to 20

Instructions for Learning:

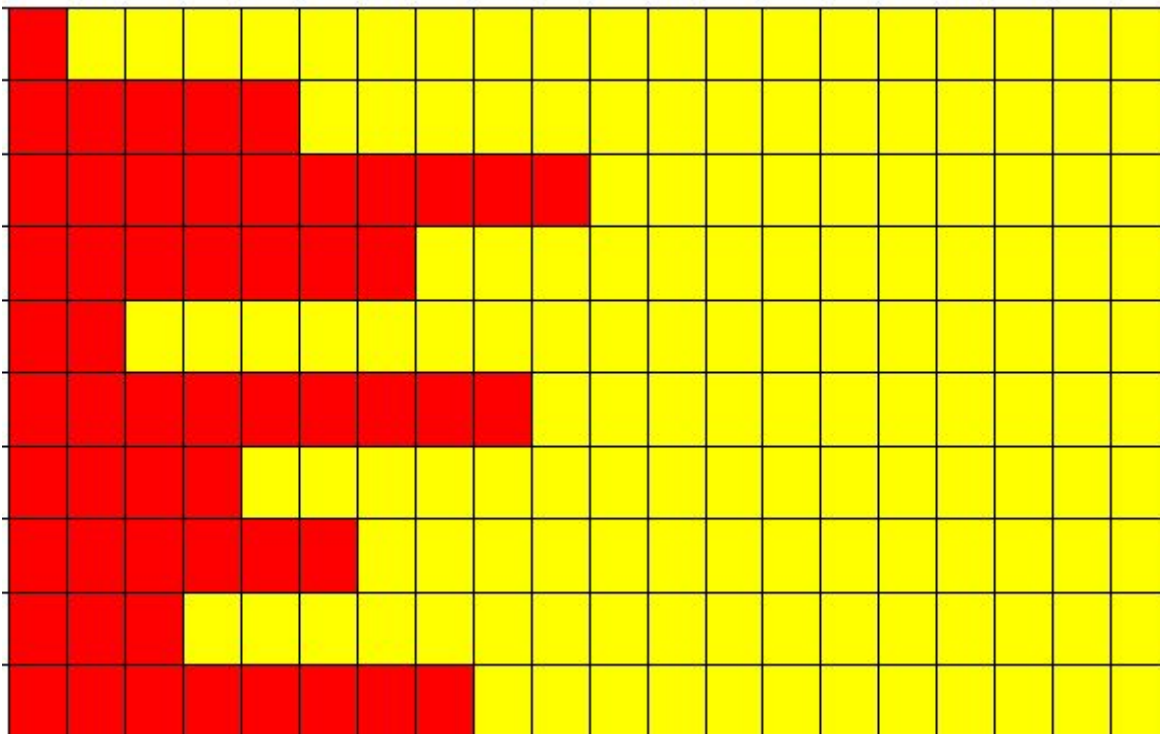
Your child has worked with number bonds up to 10 and up to 20.

In this activity, we practise making number families that add up to 20.

Let your child use 20 blocks or counters first and then use the diagram below to help with adding numbers up to 20. Explain how subtracting works with adding, so we can make families of four number bonds.

For example,

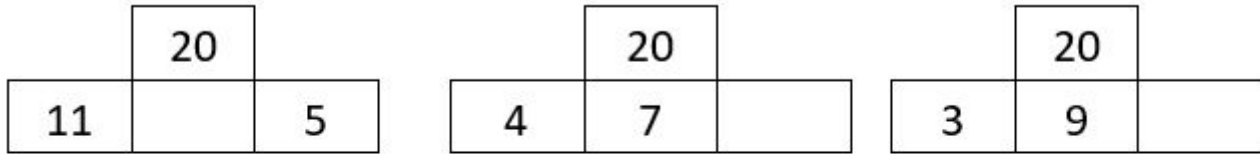
$1 + 19 = 20$ $19 + 1 = 20$ $20 - 19 = 1$ and $20 - 1 = 19$ are a number family.



Write four number bonds for the second row. ($2 + 18 = 20$; $18 + 2 = 20$; $20 - 18 = 2$ and $20 - 2 = 18$)

Write four number bonds for each of the other rows in the diagram.

Complete the blocks below to make 20:



Which do **not** add up to 20?

- | | | | |
|----------|----------|----------|-----------|
| 7 and 8 | 9 and 11 | 13 and 6 | 10 and 10 |
| 5 and 14 | 6 and 14 | 4 and 16 | 3 and 18 |
| 3 and 17 | 2 and 18 | 1 and 18 | 12 and 8 |

After plenty of these exercises, see if your child can memorise the number bonds for 20 (for two numbers)

Friday, 27 March

Time: 45 minutes

Materials Required:

- Blocks, counters, number grid, number line if possible
- Worksheet provided

Learning Goal:

The student will revise number work

Instructions for Learning:

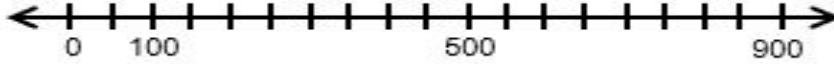
Ask your child to work on her own as much as possible to complete this activity. Q1a and b can be done orally with you, while referring to number grids if possible.

- 1a. Count in 10s from 800 to 990.
- b. Count backwards in 5s from 795 to 710.
- c. Complete the skip counting:

i) 44; ___; 52; 56; 60; ___; ___; 72

ii) 1 000; 975; 950; ___; ___; ___.

2. Show 450 and 700 on the number line with dots.



a. Write the numbers from biggest to smallest

345, 428, 389, 561, 600, 739, 620, 824.

b. What number comes after 678? Before 900?

c. True or False: 223 is closer to 220 than to 230.

d. Fill in more than or less than:

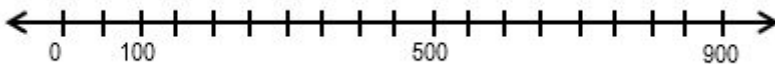
330 _____ 303

466 _____ 664

e. What is the biggest number you can make with the digits 3, 8 and 6?

3. Order, compare and represent numbers to 999

a. Show which number is halfway between 100 and 500 on the number line



b. Write the numbers from biggest to smallest

345, 428, 389, 561, 600, 739, 620, 824.

c. Complete the following with more than, equals or less than.

89 _____ 98

109 _____ 190



Kiswahili Activities (KE)

Monday, 23 March

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kutambua na kuandika umoja na wingi wa sentensi katika Ngeli ya A-WA.

Vifaa vinavyohitajika:

- Kalamu na penseli.
- Daftari
- Jedwali la Ngeli ya A-WA.

Maagizo ya Somo:

- Katika kipindi hiki mwanafunzi atazidi kujikumbusha umoja na wingi wa sentensi katika Ngeli ya A-WA.

Tazama jedwali hili.

Umoja (A)	Wingi (WA)
1. Mgeni wetu amewasili leo.	Wageni wetu wamewasili leo.
2. Mgonjwa ametibiwa akapona	Wagonjwa wametibiwa wakapona.
3. Panya analeta magonjwa	Panya wanaleta magonjwa
4. Ndovu anawindwa na jangili.	Ndovu wanawindwa na majangili.
5. Mkulima alituzwa kwa kazi bora.	Wakulima walituzwa kwa kazi bora.
6. Kifaranga atakuwa kuku.	Vifaranga watakuwa kuku.
7. Mamba alimshambulia mbuzi.	Mamba waliwashambulia mbuzi.
8. Chungu alikiangukia chungu.	Chungu waliviangukia vyungu.
<i>(Chungu ni mdudu mweusi mdogo kuliko siafu)</i>	
9.	

Ngeli ya A-WA ni kikundi cha majina ya vitu vyote vyenye uhai. Watu, samaki, wadudu, ndege na wanyama.

Zoezi : Tunga sentensi kumi kwa kufuata mifano iliyopo hapo juu.

- Kazi hii ifanyiwe katika daftari.

Tuesday, 24 March

Muda: Dakika 45

Learning Goal:

Mwanafunzi aweze:

- Kutambua maneno ambayo ni msamiati wa uzalendo.
- Kutunga sentensi akitumia msamiati wa uzalendo.

Vifaa vinavyohitajika:

- Penseli.
- [Wimbo_Daima mimi mkenya.](#)
-

Maagizo ya Somo:

- Mwanafunzi asikilize na kutazama [Wimbo_Daima mimi mkenya.](#)
- Katika kipindi hiki mwanafunzi atajaribu kujikumbusha msamiati wa uzalendo.
- Mraba ufuatao wa maneno utamsaidia mwanafunzi.

s	b	e	n	d	e	r	a
h	n	c	h	i	o	j	o
u	h	u	r	u	u	h	h
j	g	f	a	u	u	g	y
a	d	s	i	k	t	f	s
a	e	t	a	f	a	y	o
m	z	a	l	e	n	d	o

Mifano ya sentensi.

1. Nchi ya Kenya ilipata **uhuru** mwaka wa 1963.
2. **Taifa** ni jina jingine la nchi.
3. **Bendera** ya **taifa** la Kenya ina rangi nne.
4. Mtu anayeipenda **nchi** yake ni **mzalendo**.
5. **Shujaa** ni mtu aliyetayari kupigania **haki** zake.

Wednesday, 25 March

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kusikiliza hadithi na kisha kuandika muhtasari wake.

Vifaa vinavyohitajika:

- [Hadithi_Sinbad\(sehemu ya pili\)](#)
- Penseli
- Daftari /Karatasi

Maagizo ya Somo:

- Katika kipindi hiki mwanafunzi atasikiliza kisa hiki kwa makini.
- Lengo la shughuli hii ni kukuza ujuzi wa kusikiliza.
- Baada ya kusikiliza mwanafunzi aandike kwa ufupi kisa alichosikiliza .
Maswali ya kumwongoza mwanafunzi anapoandika muhtasari.
 1. Sinbad aliishi wapi?
 2. Kazi kuu ya Sinbad ilikuwa gani?
 3. Ni mambo gani yaliyomfanyikia Sinbad katika safari yake?
 4. Ilikuwa vipi Sinbad akaachwa na meli?
- Hadithi fupi ya mwanafunzi iwe angalau nusu ukurasa(kumbuka huu ni ufupisho wa hadithi nzima)

Thursday, 26 March**Muda:** Dakika 45**Lengo la Somo:**

Mwanafunzi aweze kusoma kifungu cha hadithi na kuyajibu maswali yanayofuata.

Vifaa vinavyohitajika:

- Kifungu cha hadithi.
- kalamu/penseli.
- Kifutio

Maagizo ya Somo:

- Hiki ni kipindi cha kusoma. Mwanaafunzi atasoma kifungu cha hadithi kwa makini kisha kujaribu kuyajibu maswali yanayotoka katika kifungu hicho.

Karamu ya Abunuwasi

Hapo zamani za kale aliondokea Abunuwasi. Abunuwasi huyo aliishi katika mji mmoja wenye watu kidogo. Katika mji huo Abunuwasi alikuwa mtu maarufu sana kwa sababu alikuwa mcheshi, mchangamfu, na mtu wa masihara sana. Alipenda kucheza na kufurahisha watu. Abunuwasi alijulikana na kila mtu. Siku moja Abunuwasi aliota ndoto. Katika ndoto hiyo aliota kuwa babu yake aliefariki miaka mingi amekuja kumpa ujumbe. Ujumbe huo ulikuwa anamtaka Abunuwasi afanye karamu kubwa. Katika karamu hiyo Abunuwasi alitakiwa achinje ng`ombe mkubwa na kupika wali mwingi. Kisha alitakiwa awatafute vipofu arubaini katika mji ule waje kula chakula hicho. Bahati mbaya yule babu yake hakumwambia Abunuwasi wapi atawapata vipofu hao arubaini. Asubuhi Abunuwasi aliamka na kujiuma kichwa. Alijiuliza maswali mengi kisha akasema;` Ndoto hii lazima iatakuwa ya kweli. Babu yangu hawezi kuja usingizini akaniambia uongo. Huu ni ukweli. Lazima niifanyie kazi haraka. Sasa nitatafuta mchele na yule ng`ombe wangu mkubwa nitamchinja kwa ajili ya karamu. Sawa!`.

Baada ya hapo Abunuwasi alimaliza. Siku ile Abunuwasi alikwenda madukani kutafuta mchele. Kisha alimchukuwa ng`ombe wake mkubwa na kumuweka tayari kwa ajili ya shughuli. Lakini

Abunuwasi alikuwa hajuwi wapi atawapata vipofu arubaini kwa sababu katika mji ule kulikuwa na vipofu wasiozidi watano. Abunuwasi hakukujuwa la kufanya aliendelea tu na matayarisho ya karamu mpaka alipokamilisha kila kitu. Siku ya karamu ilipofika Abunuwasi alipita mji mzima na kunadi karamu yake. Alikuwa akisema; ``Hee! WANANCHI! leo ni leo asie mwana aeleke jiwe. Kutakuwa na karamu ya kukata na mundu nyumbani kwangu leo. Karamu hii ni maalumu kwa watu maalumu. Wahusika wote watapewa kadi za mwaliko. Kila atakaepata kadii ya mwaliko anaombwa kufika mapema bila kuchelewa.`` Abunuwasi alimaliza. Baada ya kutoa tangazo Abunuwasi alikata vipande vidogo vidogo vya karatasi. Vipande hivyo vilikuwa ni kwa ajili ya mwaliko. Kisha alichukuwa ngozi ya ng`ombe na kuanza kuiburura mitaani. Kila alipopita watu walimshangaa. Wengine walimuuliza `` Abunuwasi unaburura nini?``. Abunuwasi hakujibu kitu ila alikuwa akimpa kadi ya mwaliko kila alieuliza suali hilo. Baada ya muda kupita karamu ilikuwa tayari kuliwa. Abunuwasi nae alimaliza kutowa kadi zake zote.

Wakati wa kula ulipofika, kila aliepewa kadi ya mwaliko alikuwa amehudhuria. Hapo Abunuwasi aliwakaribisha chakula. Watu walianza kula mpaka wakashiba. Walipomaliza kula Abunuwasi aliwashukuru sana na aliwambia; ``Nawashukuru sana nyote mliohudhuria katika karamu hii. Kwani kabla a hapo nilikuwa sijui la kufanya. Nilitakiwa nifanye karamu hii na kuwaalika vipofu wa mji huu waje kula. Kama mnavyojuwa ndugu

zangu mji huu hauna vipofu wengi au pengine wapo lakini hatuwajui. Sasa mimi niliposhindwa nilipita na hii ngozi. Sasa ninafahamu kuwa kila mtu anajuwa kuwa hii ni ngozi au sio?``. Watu waliitikia kwa pamoja ``Hiyo ni ngozi``. Abunuwasi aliendelea; ``Sasa nilipoanza kuburura ngozi hii kuna watu waluniuliza; ``Hiyo nini Abunuwasi?``. Mimi sikuwajibu sababu nilijuwa hao walikuwa hawaoni hivyo niliamuwa kuwaalika kama nilivyoelekezwa na babu yangu. Watu wote walishangaa!

Maswali.

1. Ndoto ya Abunuwasi ilikuwa ya ajabu. Taja mambo mawili yanayoifanya iwe ya ajabu.

2. Abunuwasi alitumia njia gani kuwapata vipofu? _____
3. Taja jambo moja unalojifunza kutoka katika hadithi hii. _____

Friday, 27 March

Muda: Dakika 45

Vifaa vinavyohitajika:

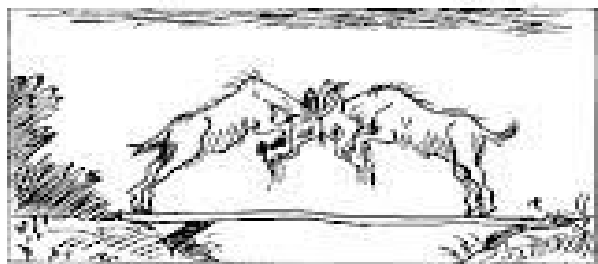
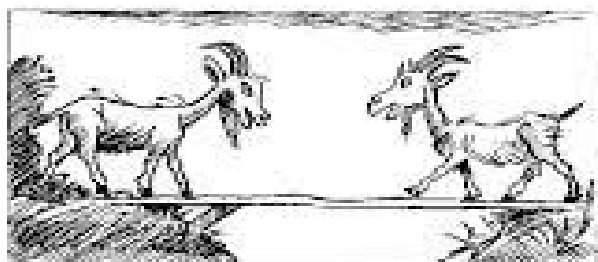
- Karatasi/Daftari
- Picha mbalimbali

Lengo la Somo:

Mwanafunzi aweze kutunga na kuandika kisa kifupi kwa mwongozo wa picha.

Maagizo ya Somo:

- Mwanafunzi aandike kisa kifupi kinacholingana na picha hizi.



- Mwanafunzi aandike urefu wa nusu ukurasa kwenye karatasi ya "A4"



Movement Activities

Monday, 23 March

Time: 15 min

Learning Goal:

Students will need to use an object and practice to hit the target with it

Materials Required:

- **Video**
<https://handsonaswegrow.com/mesy-mud-target-practice-for-kids/>
- **Ball / mud / bean bags**
- **Paper plate / Target / washing basket**

Instructions for Learning:

Set up a target practice for learners to throw something at (whether it's a ball, mud or bean bags - whatever you feel comfortable with). Use paper plates or paper to place (or allocate points to) sticky tape or presstick to place targets on a wall. Make sure the area is safe for learners to throw things (ie. nothing can be knocked over or broken and no hazards present). Encourage learners to throw the ball / mud / bean bag at a specific target and run to retrieve it (if possible).

Tuesday, 24 March

Time: 10 - 15 min

Learning Goal:

Students will have a dance off competition with the "Ducktales" video

Materials Required:

- **Video**
<https://www.youtube.com/watch?v=k0HDStQjIhg&app=desktop>

Instructions for Learning:

- Students watch the dance off video first.
- After students watched the video, let them dance with the video. (practice round)
- Dance with the video again.
- Ask one of your family members to be a judge and to determine who won this dance off competition - you of ducktales?

Wednesday, 25 March

Time: 20 min

Learning Goal:

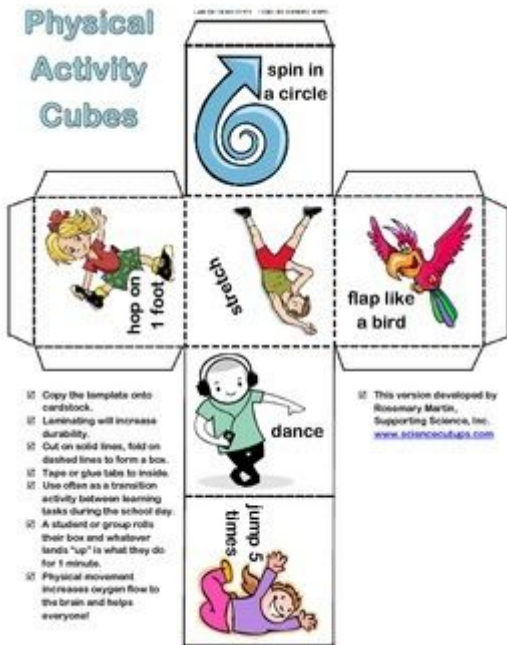
Students will roll the movement dice and act out the movement for 2 minutes

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.



Thursday, 26 March

Time: 20 min

Learning Goal:

Students will use a beanbag and practice specific activities with it

Materials Required:

- Bean bag / small ball
- Bean bag challenge instructions

Instructions for Learning:

- Students will read the beanbag 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 beanbag king in your house



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

Exploration Activities

Monday, 23 March

Time: 15 mins

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

Learning Goal: Students will

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

Materials Required:

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

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

Instructions for Learning:

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

Tuesday, 24 March

Time: 15 mins

[SEL Moment: Counting Breaths](#)

Learning Goal: Students will

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

Materials Required:

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

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

Instructions for Learning:

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

Wednesday, 25 March

Time: 15 mins

[SEL Moment: Using Mantras](#)

Learning Goal: Students will

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

Materials Required:

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

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

Instructions for Learning:

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

Thursday, 26 March

Time: 30 mins

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

Learning Goal: Students will

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

Materials Required:

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

Instructions for Learning:

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

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

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

Friday, 27 March

Time: 30 mins

[SEL Moment: Solving Problems](#)

Learning Goal: Students will

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

Materials Required:

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

Instructions for Learning:

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

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

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

Environmental Studies & CRE Activities

Monday, 23 March

Environmental Studies: Plants

Time: 45 minutes

Learning Goal:

- Check-in on their plants
- Draw their plants

Materials Required:

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

Instructions for Learning:

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

Tuesday, 24 March

CRE: Jonah and the Whale

Time: 45 minutes

Learning Goal:

- Retell the story of Jonah and the Whale

Materials Required:

- [Jonah and the Whale \(YouTube\) - Optional](#)
- Bible

Instructions for Learning:

- Have your child retell the story of Jonah and the Whale
 - Optional: Watch the video "Jonah and the Whale" (linked above)
 - Alternative: Read Jonah 1-4
- Ask:
 - **What was Jonah asked to do?**
 - **Why didn't he do it?**
 - **Where did he go instead?**
 - **What happened?**
 - **What is the moral issue here?**
- Discuss: **Why didn't Jonah want to go to Ninevah? Is it up to us whether God punishes or forgives? Why is forgiveness a better solution than punishment?**

Wednesday, 25 March
Environmental Studies: Plants

Time: 45 minutes

Materials Required:

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

Learning Goal:

- Check-in on their plants
- Draw their plants

Instructions for Learning:

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

Thursday, 26 March
CRE: Namaan is healed

Time: 45 minutes

Materials Required:

- [Namaan is healed \(YouTube\) - Optional](#)
- Bible

Learning Goal:

- Retell the story of Namaan being healed

Instructions for Learning:

- Have your child retell the story of Namaan being healed
 - Optional: Watch the video "Namaan is healed" (linked above)
 - Alternative: Read 2 Kings 5:1-15
- Ask: **What lesson did we learn from this story?**
- Have your child brainstorm ways that we can help people who are sick, just like Elisha helped Namaan
- If your child has a family member or friend who is sick, have them give them a call to wish them well.

Friday, 27 March
Environmental Studies: Plants

Time: 45 minutes

Materials Required:

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

Learning Goal:

- Check-in on their plants
- Draw their plants

Instructions for Learning:

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