



NOVA PIONEER

SCHOOLS FOR INNOVATORS & LEADERS

At-Home Learning Pack Term 1 2020

Week of: March 30 to April 3

Grade: 3

Recommended Schedule for



Monday 30 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	https://www.kidsa-z.com/main/Login
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Two-Step Word Problems Addition and Subtraction	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	Sarufi: Matumizi ya huyu na hawa.	N/A
11:30 - 12:15	Movement	Yoga for the eyes Greet the sun Yoga for the back	N/A
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	Reading and Writing Comprehension Read a story extract and answer comprehension questions	https://www.kidsa-z.com/main/Login
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Multiplication 7, 8 and 9 Times tables	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	Kusoma Ufahamu	N/A
11:30 - 12:15	Movement	Outdoor scavenger hunt	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	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	Multiplication TIC-TAC-TOE	N/A
10:30 - 10:45	Break		
10:45 - 11:30	 Kiswahili	Msamiati	N/A
11:30 - 12:15	 Movement	Indoor scavenger hunt	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	 Environmental Studies & CRE	Environmental Studies: Plants	
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	Sight Words Use the number code to spell some common sight words	https://www.kidsa-z.com/main/Login
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Numbers to 10 000 Place Value and Ordering	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	Kusikiliza na Kuzungumza: Kusikiliza Hadithi.	N/A
11:30 - 12:15	Movement	Simon Says and Memory	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	CRE: The Last Sunday	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	Writing Writing a fiction story using a writing picture prompt	https://www.kidsa-z.com/main/Login
9:15 - 9:30	Break		
9:30 - 10:30	 Mathematics	Addition and Subtraction 4-digit addition and subtraction practice	N/A
10:30 - 10:45	Break		
10:45 - 11:30	 Kiswahili	Kuandika: Kuandika Insha	N/A
11:30 - 12:15	 Movement	Simon says including 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

Literacy & Writer's Workshop Activities

Monday, 30 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 for the week:

Spelling Words: Long vowel O (o and o-e)

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>
1. robot	1. _____	1. _____	1. _____	1. _____
2. hero	2. _____	2. _____	2. _____	2. _____
3. hotel	3. _____	3. _____	3. _____	3. _____
4. throne	4. _____	4. _____	4. _____	4. _____
5. wrote	5. _____	5. _____	5. _____	5. _____
6. alone	6. _____	6. _____	6. _____	6. _____
7. comb	7. _____	7. _____	7. _____	7. _____
8. radio	8. _____	8. _____	8. _____	8. _____
9. video	9. _____	9. _____	9. _____	9. _____
10. choke	10. _____	10. _____	10. _____	10. _____

11. slope	11. _____	11. _____	11. _____	11. _____
12. froze	12. _____	12. _____	12. _____	12. _____
13. remote	13. _____	13. _____	13. _____	13. _____
14. echo	14. _____	14. _____	14. _____	14. _____
15. cellphone	15. _____	15. _____	15. _____	15. _____
16. program	16. _____	16. _____	16. _____	16. _____
17. whole	17. _____	17. _____	17. _____	17. _____
18. globe	18. _____	18. _____	18. _____	18. _____
19. potato	19. _____	19. _____	19. _____	19. _____
20. scope	20. _____	20. _____	20. _____	20. _____
envelope	_____	_____	_____	_____

- 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, 31 March

Time: 45 - 60 minutes

Materials Required:

- Chapter excerpt from “The Twits” (printed or soft copy)
- Scrap paper and writing instruments (such as a pen or pencil)

Learning Goal:

Students will be able to:
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 goes Ballooning Up” from “The Twits”.

Mrs Twit Goes Ballooning Up

"There's enough pull here to take me to the moon!" Mrs Twit cried out.

"To take you to *the moon!*" exclaimed Mr Twit. "What a ghastly thought! We wouldn't want anything like that to happen, oh dear me no!"

"We most certainly wouldn't!" cried Mrs Twit. "Put some more string around my ankles quickly! I want to feel absolutely safe!"

"Very well, my angel," said Mr Twit, and with a ghoulish grin on his lips he knelt down at her feet. He took a knife from his pocket and with one quick slash he cut through the string holding Mrs Twit's ankles to the iron ring. She went up like a rocket.

"Help!" she screamed. "Save me!"

But there was no saving her now. In a few seconds she was high up in the blue sky and climbing fast.

Mr Twit stood below looking up. "What a pretty sight!" he said to himself. "How lovely all those balloons look in the sky! And what a marvellous bit of luck for me! At last the old hag is lost and gone forever."

Mrs Twit may have been ugly and she may have been beastly, but she was not stupid. High up there in the sky, she had a bright idea. "If I can get rid of some of these balloons, I will stop going up and start to come down," she said to herself. She began biting through the strings that held the balloons to her wrists and arms and neck and hair. Each time she bit through a string and let the balloon float away, the upward pull got less and her rate of climb slowed down. When she had bitten through twenty strings, she stopped going up altogether. She stayed still in the air. She bit through one more string. Very, very slowly, she began to float downwards.

• Answer the following questions, in writing, using full sentences:

1. What did Mr Twit do to Mrs Twit which sent her up in the sky?
2. How do we know that Mrs Twit was scared when she went into the sky?
3. Why did Mr Twit send Mrs Twit up?
4. Find an example of an adjective in the text?
5. What did Mrs Twit do to get herself down?
6. How many strings did Mrs Twit bite through to make herself still in the air?
7. If you could ask Mr or Mrs Twit one question, what would you ask?

Wednesday, 1 April

Time: 45 - 60 minutes

Learning Goal:

Student will be able to:
Use the number code to spell some common sight words

Materials Required:

- Sight word list (written or printed)
- Scrap paper and writing instrument (such as a pen or pencil)
- “Number Letters” activity instructions (hard or soft copy)

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.

- Read each of the sight words individually with Student.

after	they	about
and	been	called
down	could	how
find	each	are
first	had	if

- *This can be done a number of times.*
- Discuss each word with Student:
 - Do you know this word?
 - Where have you seen or heard this word?
 - Spell the word.
 - Can you use the word in a sentence?
- Read the instruction to “Number Letters” with Student to ensure they understand how to complete this activity:

Number Letters

Directions: Use the number code to spell your words. Make sure you write the letter above the number. Turn in your paper at the end of word work.

A-1	H- 8	O-15	V- 22
B- 2	I- 9	P- 16	W- 23
C- 3	J- 10	Q- 17	X- 24
D- 4	K- 11	R- 18	Y- 25
E- 5	L- 12	S- 19	Z- 26
F- 6	M- 13	T- 20	
G- 7	N- 14	U- 21	

- Students work on completing the activity.

Thursday, 2 April

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 "[DON'T JUDGE A BOOK](#)" by [Daniel Errico](#)
- Scrap paper and drawing instruments (crayons or pencil)

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.*
- Talk about the story, asking and answering questions about the text. Here are some Questions and Discussion prompts:
 - "Don't Judge a Book! is a rhyming, visual logic game.
 - More than just a story, each picture is revealed to be part of a larger picture. Take a guess what you're really seeing after reading every 'page', and then read on to find the answer.
 - Talk about your predictions compared to what you read and uncover in the book.
 - Did you enjoy the story and the game it was? Give a reason for your answer?
 - Is there anything interesting you learned from this book?

Friday, 3 April

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 can be 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?
- Which picture do you think is the funniest? Give a reason for your answer.
- Pick one of the pictures to base your writing on.
- Think about and discuss what you will 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.

+ Mathematics Activities

Monday, 30 March

Time: 60 minutes

Materials Required:

- Paper
- Pencil
- [Two-step word problem task cards](#)

Learning Goal:

Students will solve up to two-step problems involving addition and subtraction.

Instructions for Learning:

- Steps for parents to use to help students solve 2-step word problems:

Step 1 - Read and Visualise:

The first thing to do with a two-step word problem is to have students read it slowly and visualise what is happening. This first step is about using our good reading comprehension strategies. Have students visualise the problem first on their own. Visualising is an important strategy for independent problem solving. You could also incorporate movements to help students make sense of tricky problems. It's often helpful to leave out the numbers. Our goal is to give meaning to what is happening in the problem and relate each action to its matching operation, not to start solving.

Example:

Julie had 82 stickers.

Imagine a girl with some stickers. Maybe they're all in a box. See her holding the box in her hands.

Her friend gave her 26 more stickers.

Can you see her friend handing her more stickers? Julie adds those to her box now. What operation would match that action?

Then Julie let her brother pick out 12 stickers to keep.

Imagine her little brother coming over and taking 12 out of the box. Will Julie have more or fewer stickers now? What operation matches that step?

How many stickers does Julie have?

Imagine her holding the box of stickers. How many are in there now?

Step 2 - Write an Answer Statement First:

Once students have made sense of and understand the problem, it's helpful to have them write an Answer Statement. The Answer Statement can help students determine and remember what the problem is asking them to find out.

Example:

Julie has ___ stickers now.

Step 3 - Write the Full Equation:

One of the main challenges of two-step word problems is that students often solve one part but forget or miss the next step. I find that it's helpful to have them write the entire equation, including all the steps, before trying to solve any of the parts. This is the step where we now focus on the numbers in the word problem.

Example:

$$82 + 26 - 12 = ?$$

Now have students read over the actual problem again to make sure they have the correct information and are using the correct operations.

Julie started with 82 stickers. Her friend gave her 26 more, so we need to add 26. Then her brother took 12, so we need to subtract 12.

Now students can see all of the events represented in one equation and will be less likely to forget a step.

Step 4 - Chunk the Parts:

Now that students know the parts, ask them to look at the equation and determine a plan for solving. In many cases, this simply means to complete the first part ($86 + 26 = A$) and then use that answer to complete the second part ($A - 12 = ?$). In some cases, students may notice an easier way to work with the numbers.

Example:

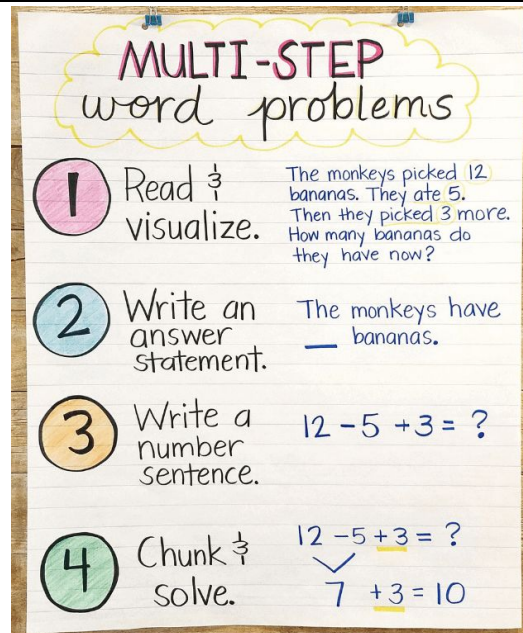
$$86 + 26 = \mathbf{112}$$

Then:

$$\mathbf{112} - 12 = \mathbf{100}$$

The student can now check to see if this information works in their Answer Statement:

Julie has 100 stickers now.



Once you have explained this strategy to your child, allow them to practise using the two-step word problem task cards. Allow students to refer back to the example at any time.

Tuesday, 31 March

Time: 60 minutes

Learning Goal:

Students will be able to use multiplication facts to find multiples of 7, 8 and 9.

Materials Required:

- Blank sheets of paper
- Markers
- Pencils or colour pencils
- Scissor

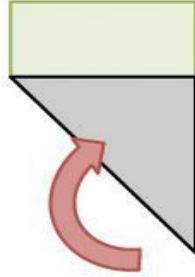
Instructions for Learning:

- Students will begin by making a “quack quack, cootie catcher or fortune teller”.
- They will follow the following instructions to make this:

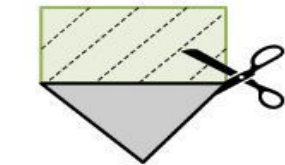
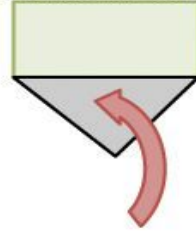
1 x sheet of A4 paper



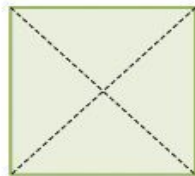
Fold a corner



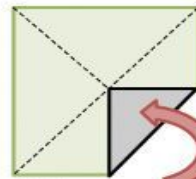
Fold the other corner



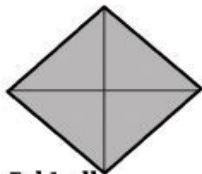
Cut along the top line



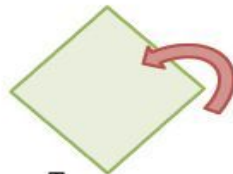
You are left with a square of paper



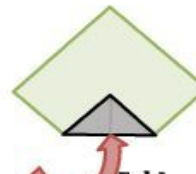
Fold a corner to the centre



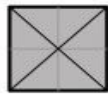
Fold all corners to the centre



Turn over



Fold a corner to the centre



Fold all corners to the centre



Turn over



Insert fingers and play!

- Next they will write in the different multiplication facts for the multiples of 7 into each folded section. Ask a parent for help if they get stuck. Remind students to NOT include the answers.
- Once done have students repeat this for the 8 times table and 9 times table.
- Students can then play with these as follows: First choose a number then count out that number by opening and closing the quack quack or cootie catcher. Next, choose another number and then count it out by opening and closing the quack quack or cootie catcher that many times. Finally they need to choose a multiplication fact and quickly provide the answer, then count out that many times.
- Encourage students to play with these throughout the holiday and lockdown period to practise their multiplication tables.

Wednesday, 1 April

Time: 60 minutes

Learning Goal:

Student will be able to use equal groups,

Materials Required:

- [Multiplication TIC TAC TOE](#)
- [Blank Multiplication TIC TAC TOE](#)

repeated addition and skip counting to solve multiplication equations	<ul style="list-style-type: none"> ● Marker or pencil ● Paper if needed to help work out multiplication facts ● Multiplication times tables
---	--

<p>Instructions for Learning:</p> <ul style="list-style-type: none"> ● This is a fun and engaging game for students to practise their multiplication times tables. It is played in the same way as X and O's or TIC TAC TOE, just using multiplication facts. ● 2 players are required. ● Each player will choose a block and answer the multiplication fact, to verify answers they can refer to the Multiplication times tables printout. ● Similar to the rules of TIC TAC TOE and X and O's if a player gets 3 answers correctly across, down or diagonally they win. ● The player who is the winner of the most games on the template wins! ● Next allow students to complete the blank multiplication TIC TAC TOE and then play again according to the same rules. 	
---	--

Thursday, 2 April	
--------------------------	--

Time: 60 minutes	<p>Materials Required:</p> <ul style="list-style-type: none"> ● Paper ● Pencil ● Scissor ● 1 die ● Flip, Roll and Order
<p>Learning Goal: Students will recognise the value of the digits in each place value of a 4-digit number by comparing and ordering numbers using place value and mental strategies</p>	

<p>Instructions for Learning:</p> <ul style="list-style-type: none"> ● To begin this game of "Flip, Roll and Order" students will first cut the small number word cards at the bottom of the page (thousands, hundreds, tens and ones). ● They will then place these face-down in front of them and mix them up. ● Next, students will turn/FLIP one of them over, then ROLL the die. ● They will then write the number in the correct column (for example, if they turned over the hundreds cards and rolled a 3, they would write 300 in the hundreds column). ● Now students will turn over another card and roll again. Write the number in the correct column. They will need to continue until they have a number in each column. Hence an expanded four-digit number. ● Finally they will write the complete number in ORDER in the last column, thereby converting it to standard form. ● Encourage students to read this number out loud each time. ● Students will turn all the cards face-down and repeat until the template is completed. 	
--	--

- Once done have students explain place value to you in their own words and try to explain what they did in this game.

Friday, 3 April

Time: 60 minutes

Learning Goal:

Students will be able to add and subtract up to 4-digit numbers with and without regrouping.

Materials Required:

- [4 - digit Addition and Subtraction practice](#)
- Pencil

Instructions for Learning:

- Students will do this activity independently to practice adding and subtracting four-digit numbers with and without regrouping.



Kiswahili Activities (KE)

Monday, 30 March

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kujikumbusha matumizi ya viashiria **huyu** na **hawa**.

Vifaa Vinavyohitajika:

- Daftari.
- Kalamu
- Jedwali lenye sentensi zenye Huyu na hawa.

Maagizo ya Somo:

- Katika kipindi hiki mwanafunzi atazidi kujikumbusha matumizi ya viashiria **huyu** na **hawa**.
- Mwanafunzi aanze kwa kusoma sentensi hizi.

Umoja(Huyu)	Wingi(Hawa)
1. Mkulima huyu ana bidii sana.	Wakulima hawa wana bidii sana.
2. Mgeni huyu ataondoka lini?	Wageni hawa wataondoka lini.
3. Mbuzi huyu ni wa jirani.	Mbuzi hawa ni jirani.
4. Kifaranga huyu anakimbia.	Vifaranga hawa wanakimbia.
5. Mwanafunzi huyu anasoma vizuri.	Wanafunzi hawa wanasoma vizuri.

- Huyu na hawa na viashiria.
- Viashiria ni maneno yanayotumika kuonyesha mtu au kitu kilicho karibu.
- Viashiria hivi hutumika katika Ngeli ya A-WA.

Zoezi la Kwanza.

Kwa kurejelea mifano iliyo hapo juu kutunga mifano mingine.

Umoja(Huyu)	Wingi(Hawa)
1.	
2.	
3.	
4.	
5.	

Tuesday, 31 March

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kusoma ufahamu na kujibu maswali kutoka katika ufahamu.

Vifaa Vinavyohitajika:

- Ufahamu.
- Daftari
- Kalamu
- pense

Maagizo ya Somo:

- Katika kipindi hiki mwanafunzi atahitajika kusoma kifungu cha hadithi na kisha kuyajibu maswali kutoka katika kifungu hicho.

Mabishano ya Viungo vya mwili.

Je, unafahamu viungo hivi vya mwili?



Siku moja viungo vilibishana baada ya kuchoka kutegemeana kufanya kazi ya kuutumikia mwili. Kila kiungo kilijitapa kuwa bora kuliko chengine. Mdomo ulianza kwa kusema mimi ni bora kuliko nyinyi nyote. Kwa sababu mimi ndie ninauweza kutamka maneno, nikasema, mkapata chakula na kuweza kunufaika. Pia kama si mimi chakula hakiwezi kupita mwilini na hivyo basi mwili mzima utashindwa kufanya kazi. Macho yakasema kumwambia mdomo; ``Wewe huwezi kuishi bila kula lakini mimi naweza.

Pia nikiwa mimi sifanyi kazi mwili hauwezi kuona yanayotokea na wala kuona kitu kizuri wala kibaya. Hata chakula huwezi kukiona kama si mimi. Kusikia hivyo masikio yakasema; ``Mimi ndio hasa ninasikiliza kila kitu na kuupa mwili ujumbe. Wakati mwengine wewe macho unaweza kuona kitu lakini wakati mwengine inawezekana huwezi kuona kitu kinachokuja hivyo ni rahisi kuuhatarisha usalama wa mwili.

Kubwa zaidi mimi nakusaidia wewe mdomo kujua nini useme unapozungumza sambamba na kuufanya mwili nzima uweze kusimama vizuri bila kuyumba. Kusikia hivyo mdomo ukanyamza kimya lakini mara pua ikadaka.

Pua ikaanza kwa kujisifu. Mimi ndio hasa naweza kuusaidia mwili kusikia harufu nzuri au mbaya. Kwa mfano mdomo hauwezi kuhisi kuwa chakula kinanuka au kumechacha bila mimi kunusa chakula hicho. Mikono nayo ikaja juu kwa kusema; mimi ndio ninatafuta kila kitu na kukipeleka kwenu.

Chakula hakiendi mdomoni bila mimi kukichukuwa na kukiweka huko. Wakati mwengine masikio yanaingia wadudu au kupata uwasho. Mimi ndio nasaidia kuondoa matatizo hayo. Hata mwili unapokabiliana na maadui mimi ndio ninapanbana. Kwa upande mwengine; mguu nao ukasema kumwambia mikono. ``Mimi ni bora kuliko wewe kwani mimi ndio nina kwenda huku na huko kuwasaidia nyinyi nyote.’’

Kusikia maneno hayo kichwa kikasema mimi ndio kiongozi wenu nyote. Nikiondoka mimi tu hakuna ateweza kuishi tena. Nyote mtakufa na kusahaulika kabisa. Kusikia hivyo viungo vyote vikasalimu amri na kurejea kufanya kazi kama kawaida.

Maswali.

1. Taja viungo vyovyote vinne vilivyohusika katika mabishano

_____, _____, _____ na _____

2. Kazi kubwa ya pua ilikuwa gani? _____

3. Ni kiungo kipi kilichokuwa cha kwanza kulalamika? _____

4. Unafikiri ni kiungo kipi kilikuwa cha muhimu zaidi kuliko vile vingine? _____ Eleza sababu ya kuchagua kiungo hicho.

5. Kisa hiki kinatufundisha nini? _____

6. Taja mambo mawili unayoweza kushirikiana na wenzako au ndugu zako pale nyumbani.

a) _____

b) _____

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kutambua matumizi ya nafsi tatu za Kiswahili.

Vifaa Vinavyohitajika:

- Daftari
- kalamu/Penseli.

Maagizo ya Somo:

- Katika kipindi hiki mwanafunzi ataendelea kujikumbusha viwakilishi vya nafsi za Kiswahili.



Mimi nimefurahi sana



Sisi tumefurahi sana.

- Tazama jedwali hili la nafsi.

Nafsi za Kiswahili.

	Nafsi ya kwanza	Nafsi ya Pili	Nafsi ya Tatu
Umoja	Mimi	Wewe	Yeye
Wingi	Sisi	Nyinyi	Wao

Tumia maneno haya kujaza nafasi zilizoachwa wazi.

Wewe, **nyinyi,** **yeye,** **wao,** **mimi,** **sisi**

1. Karimu ni rafiki yangu sana. _____ hupenda mchezo wa kandanda.
2. Jina langu ni Tendawema. _____ nina umri wa miaka tisa.
3. Wazazi wangu wanapenda sana. _____ ni marafiki zangu wa dhiti.

4. "Nimefurahishwa na kazi zenu, _____ ni wanafunzi wazuri," Mwalimu wetu alituambia.
5. Mimi na dada yangu tunashirikiana vizuri. _____ ni wanafunzi wa gredi ya tatu.

Zoezi la kutambua viwakilishi vya nafsi za Kiswahili.
Tumia maneno haya kujaza nafasi zilizoachwa wazi.

Wewe, nyinyi, yeye, wao, mimi, sisi

1. Karimu ni rafiki yangu sana. _____ hupenda mchezo wa kandanda.
2. Jina langu ni Tendawema. _____ nina umri wa miaka tisa.
3. Wazazi wangu wananipenda sana. _____ ni marafiki zangu wa dhati.
4. "Nimefurahishwa na kazi zenu, _____ ni wanafunzi wazuri," Mwalimu wetu alituambia.
5. Mimi na dada yangu tunashirikiana vizuri. _____ ni wanafunzi wa gredi ya tatu.

Thursday, 2 April

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kusikiliza hadithi kupitia kwa video na kisha kuandika muhtasari wa hadithi hiyo.

Vifaa Vinaavyohitajika:

- [Video_Hadithi ya Robinhood.](#)
- <https://www.youtube.com/watch?v=h1MtCh-qujU>

Maagizo ya Somo:

- Katika kipindi hiki, mwanafunzi atasikiliza hadithi ya Robinhood ambayo ni ya muda wa dakika 12.
- Mwanafunzi ana nafasi ya kusikiliza hadithi kwa mara ya pili.
- Mwanafunzi atumie nafasi hii kuandika kwa kifupi hadithi aliyoisikiliza.

Kisa cha RobinHood.

Mimi.

Jina langu ni_____. Mimi ni wa jinsia ya_____. Umri wangu ni miaka_____na miezi_____. Kwa hakika nilizaliwa tarehe_____mwezi_____mwaka wa_____. Ninaishi pamoja na familia yangu ya watu_____katika mtaa wa_____. Ninasomea katika shule ya msingi ya NovaPioneer darasa la_____. Ninaupenda sana mchezo wa_____. Hii ni kwa sababu mchezo huu_____. Katika masomo darasani somo nilipendalo zaidi ni somo la_____. Mwalimu wangu katika somo hili ni Bi/Bw_____. Ndoto yangu maishani ni_____.Kila siku najitahidi sana ili kuimarisha maisha yangu.

- Baada ya kupiga chapa kifungu hiki, hakikisha umekihifadhi kwenye faili yenye jina lako mwenyewe.

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

<p>Time: 30 minutes</p>	<p>Materials Required: Yoga for the eyes Greet the sun Yoga for the back</p> <ul style="list-style-type: none"> ● Alternative exercises ● Outdoor Scavenger Hunt list ● Pencil ● Bag / container to put objects in
<p>Learning Goal: The student will stretch his body in a quiet way while following instructions. The student will search for objects on a list</p>	<p>Instructions for Learning:</p> <ul style="list-style-type: none"> ● 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 <p>You can time the child to see how quickly they can find all the objects.</p>

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

Materials Required:

- The print out below

Learning Goal:

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

- 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.

www.YourTherapySource.com

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/blog/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

Learning Goal:

- Check-in on their plants
- Draw their plants

Materials Required:

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

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)

Tuesday, 31 March

CRE: Palm Sunday

Time: 45 minutes

Learning Goal:

Students will:

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

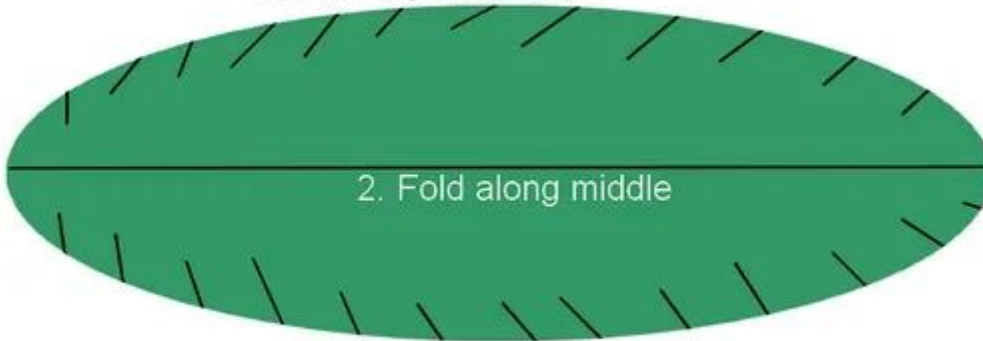
Materials Required:

- Paper
- Scissors
- Bible

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)
- [All About Plants for Kids \(YouTube\) - 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:

Learning Goal:

Students will:

- Wrap up their growing experiment by summarising their results

- Tape
- Scissors
- Drawing utensils
- Papers

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.