




NOVA PIONEER







SCHOOLS FOR INNOVATORS & LEADERS

At-Home Learning Pack Term 1 2020

Week of: 18-20 March







Grade: 4

Recommended Schedule for
 **Wednesday 18 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	 English & Writer's Workshop	Comprehension: Main Idea	https://www.kidsa-z.com/main/Login
9:00 - 9:15	Break		
9:15 - 10:15	 Mathematics	Mental Maths strategies with provided games	n/a
10:15 - 10:30	Break		
10:30 - 11:15	 Kiswahili	Aina za maneno (Vitenzi)	n/a
11:15 - 11:30	Break		
11:30 - 12:15	 Science, Social Studies, CRE	CRE: Creation	n/a
12:15 - 1:00	Lunch		
1:00 - 1:45	 Movement	Watch the TikTok Coronavirus dance challenge video and learn the dance.	https://www.youtube.com/watch?v=75jy zpRrruo
1:45 - 2:30	 Exploration	Coronavirus 101: Emotional Body Map	n/a

Recommended Schedule for

 **Thursday 19 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	 English & Writer's Workshop	Comprehension: Summarising	https://www.kidsa-z.com/main/Login
9:00 - 9:15	Break		
9:15 - 10:15	 Mathematics	Mental Maths strategies with provided games	n/a
10:15 - 10:30	Break		
10:30 - 11:15	 Kiswahili	Kusikiliza na Kuzungumza(Vitanza ndimi)	n/a
11:15 - 11:30	Break		
11:30 - 12:15	 Science, Social Studies, CRE	Science: Living Things	n/a
12:15 - 1:00	Lunch		
1:00 - 1:45	 Movement	Dance along to the Beat go pop video.	https://family.gonoodle.com/activities/beat-go-pop
1:45 - 2:30	 Exploration	Coronavirus 101: What is it? How does it spread?	Video: Coronavirus Explained! For Kids

Recommended Schedule for



Friday 20 March

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	English & Writer's Workshop	Writing: Story Summaries	https://www.kidsa-z.com/main/Login
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Mental Maths strategies with provided games	n/a
10:15 - 10:30	Break		
10:30 - 11:15	Kiswahili	Kuandika (Insha ya Wasifu)	n/a
11:15 - 11:30	Break		
11:30 - 12:15	Science, Social Studies, CRE	Social Studies (Natural and Built Environments)	n/a
12:15 - 1:00	Lunch		
1:00 - 1:45	Movement	Watch the Ndlovu choir video and make up your own song and dance.	https://www.youtube.com/watch?v=GN94pZqP1Rc
1:45 - 2:30	Exploration	Coronavirus 101: Healthy Habits	Video: how does hand sanitizer kill germs?

Wednesday, 18 March

Time: 60 minutes

Materials Required:

- Pencil or pen
- Notebook

Learning Goal: Students will determine the main idea of each paragraph in a reading passage.

Instructions for Learning:

Read the passage about sloths, and answer the questions that follow:

Sloths

Sloths are the slowest mammals on earth. It takes a full minute for a sloth to move 6 feet across the ground. You probably couldn't move that slowly if you tried! The sloth's body is about 2 feet long. It has long legs, and curved claws that are 3 to 4 inches long. Their claws and their long legs help them climb trees and hang from tree branches. They spend almost their entire lives hanging from tree branches. The life of a sloth is not very exciting.



Sloths have a round head, small ears, a stubby tail, and sad-looking eyes set in a dark-colored "mask." The shape of a sloth's mouth makes it look like it is always smiling. It has extra bones in its neck that make it possible for it to turn its head almost all the way around. Sloths are very cute to look at, but they don't put on much of a show.

Sloths are home to other plants and creatures. Tiny plants grow on the sloth's fur, making the animals appear to be green. This green color makes the sloths almost invisible against the green leaves of the trees they live in. Moths and insects also live in the sloth's fur. Maybe the sloths move so little and so seldom that the small creatures that live on them don't even know they are animals.

Giant sloths the size of elephants once lived in many places on earth, including North America. Today, sloths can be found in the tropical forests of Central and South America. They eat leaves and berries. A sloth can stick its tongue out 12 inches. Maybe they developed this skill so they wouldn't have to move to reach the tasty leaves and berries around their resting spot. Their main enemies are jaguars, eagles, and snakes.

Many tropical forests are disappearing, along with the sloths that live there. It would be a sad thing if these fascinating little animals became extinct.

1. What is the main idea of the first paragraph?
 - A. Sloths are the slowest mammals on earth.
 - B. It takes a full minute for a sloth to move 6 feet across the ground.
 - C. The sloth's body is about 2 feet long.
 - D. The life of a sloth is not very exciting.

2. What is the main idea of the second paragraph?
 - A. Sloths have a round head, small ears, and sad-looking eyes.
 - B. The shape of a sloth's mouth make it look like it is always smiling.
 - C. A sloth can turn its head almost all the way around.
 - D. Sloths are very cute to look at.

3. What is the main idea of the third paragraph?
 - A. Sloths are home to other plants and creatures.
 - B. Tiny plants grow on the sloth's fur.
 - C. The plants that grow on the sloth make the sloth green.
 - D. Moths and insects live in the sloth's fur.

4. What is the main idea of the last paragraph?
 - A. Sloths the size of elephants once lived on earth.
 - B. Today, sloths live in the tropical forests of Central and South America.
 - C. A sloth can stick its tongue out 12 inches.
 - D. It would be sad if sloths became extinct.

5. What is one interesting detail from the last paragraph?

Thursday, 19 March

Time: 60 minutes

Learning Goal: Students will summarise a passage.

Materials Required:

- Pencil or pen
- Notebook

Instructions for Learning:

Sloths

Sloths are the slowest mammals on earth. It takes a full minute for a sloth to move 6 feet across the ground. You probably couldn't move that slowly if you tried! The sloth's body is about 2 feet long. It has long legs, and curved claws that are 3 to 4 inches long. Their claws and their long legs help them climb trees and hang from tree branches. They spend almost their entire lives hanging from tree branches. The life of a sloth is not very exciting.

Sloths have a round head, small ears, a stubby tail, and sad-looking eyes set in a dark-colored "mask." The shape of a sloth's mouth makes it look like it is always smiling. It has extra bones in its neck that make it possible for it to turn its head almost all the way around. Sloths are very cute to look at, but they don't put on much of a show.

Sloths are home to other plants and creatures. Tiny plants grow on the sloth's fur, making the animals appear to be green. This green color makes the sloths almost invisible against the green leaves of the trees they live in. Moths and insects also live in the sloth's fur. Maybe the sloths move so little and so seldom that the small creatures that live on them don't even know they are animals.

Giant sloths the size of elephants once lived in many places on earth, including North America. Today, sloths can be found in the tropical forests of Central and South America. They eat leaves and berries. A sloth can stick its tongue out 12 inches. Maybe they developed this skill so they wouldn't have to move to reach the tasty leaves and berries around their resting spot. Their main enemies are jaguars, eagles, and snakes. Many tropical forests are disappearing, along with the sloths that live there. It would be a sad thing if these fascinating little animals became extinct.

1. Write a summary of the passage about sloths. Your summary should be no longer than 4-6 sentences.
2. Based on the descriptions from the passage, draw a sketch of a sloth.

Friday, 20 March

Time: 60 minutes

Learning Goal: Students will summarise a story.

4W/11 Summarise a sentence or a paragraph in a limited number of words

Materials Required:

- Notebook
- Pen or pencil

Instructions for Learning:

Write a short summary of your favourite story.

Include the following in your summary:

- Explain what **genre** it is.
- Describe the main **character**.
- Describe the **setting**.
- Summarise the main events of the **plot**.
- Draw a picture of your favourite part of the story.

+ Mathematics Activities

Wednesday, 16th - Friday 18th March

Time: One hour per day

Learning Goal:

Students will

- use mental strategies to add, subtract and multiply up to 3 numbers.
- Use mental strategies to add up to 10 single digit numbers
- Use place value of digits up to 1000s
- Use doubling and halving as mental strategies
- Use multiplication and addition together
- Solve problems

Materials Required:

- Pencil and paper
- Dice (Game 1)
- Pack of cards (Games 2 & 3)
- Number and operations cards (Game 4)
- Pasta, or other objects of 3 colours (Game 5)
- Number Grid (Game 6)
- Dominos or domino cut-outs (Game 7)

Instructions for Learning:

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

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

Game 1: Dice Game

2 - 4 players

Dice

Take turns to roll the dice.

Use the two numbers to:

- find the difference (subtract)
- the sum (add) and
- the product (multiply) and write down the answers.



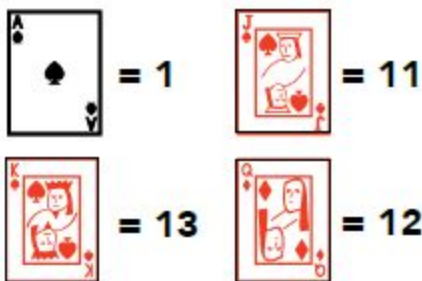
$$\begin{aligned}5 + 4 &= 9 \\5 - 1 &= 4 \\5 \times 4 &= 20 \\9 + 4 + 20 &= 33\end{aligned}$$

- Add the three numbers together to get your score for that round.
- After 5 rounds, the player with the highest score is the winner.

Game 2a:

Pack of cards

2 players



Shuffle the pack and lay the cards face down.

Players take turns to flip over 10 cards, one card at a time, while mentally adding each number they turn over.

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

Check their calculations.

Remove the 10 cards that have been used, before continuing with the next player.

Game 2b:

This time use 15 cards.

Game 2c:

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

Play the game again, but this time each card represents 10 times the number on the card e.g. 2 represents 20.

Game 3a:

2 players

Pencil and paper

Pack of cards

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

— — — —

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

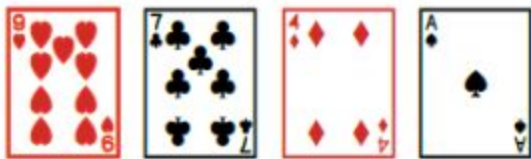
They continue drawing cards until all four place values are filled in.

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

For example, a player gets these cards:



She makes this number:



Player 1

9 7 4 1

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

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

Game 3b:

Change the rules of the game so the object is to create the smallest number.

In the example, player 1 writes “one thousand four hundred and seventy eight”.

Game 4:

2 players

Pack of cards or dice

Arrange the number cards 3, 5 and 7 with one operation card to get to an answer of 42.

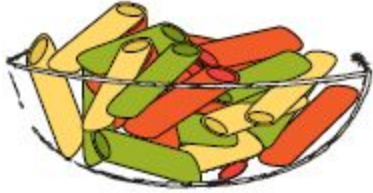


Do the same with these **numbers**:

Game 5:

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

Read the clues to work out how many of each colour go into the different salads and to show the answers using the different colours of macaroni.

**Salad 1 Clues**

There are 24 red pasta pieces in the salad.

There are twice as many red pieces as there are green pieces.

There are three times as many green pieces of pasta as yellow pieces.

How many pieces of macaroni are there altogether?

Salad 2 Clues

There are 16 pasta pieces in the salad.

There are only yellow and red pieces.

There are four more red pieces than yellow pieces.

How many red pieces of pasta are there?

How many yellow pieces of pasta are there?

Salad 3 Clues

There are 21 pasta pieces in the salad.

5 pieces are red. The rest are green and yellow.

There are half as many green pieces as there are yellow pieces.

How many red pieces of pasta are there?

How many yellow pieces of pasta are there?

Salad 4 Clues

There are twice as many red pasta pieces in the salad as yellow ones.

There are 14 pieces of pasta altogether.

There are half as many green pieces as there are yellow pieces.

How many pieces of each colour of pasta are there in the salad?

Salad 5

Make up your own clues! See if someone else can work out the answers.

Game 6: How close to 100

The aim of the game is for each player to cover their grids,
Throw two dice.

Multiply the numbers to find the product.

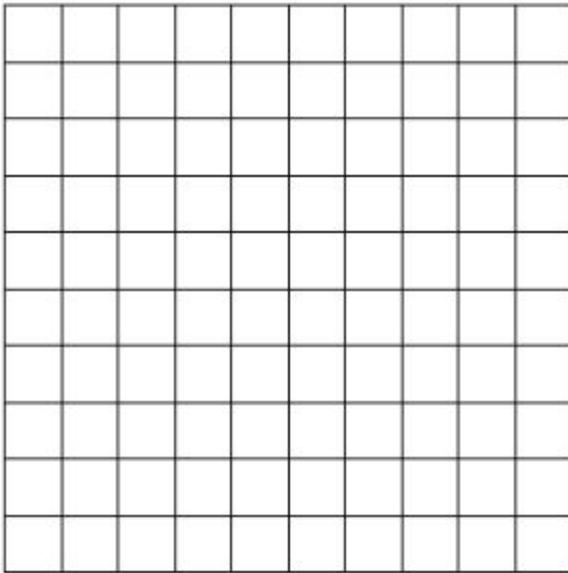
Shade the corresponding number of blocks on your grid.

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

For example:

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

Grid



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

Game 7a:

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

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

They play again.

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

Game 7b:

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

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

Game 7c:

Players take turns to turn over a domino and find the product of the two sets of dots.

They write down each product and keep a running total sum of all their products.

The first player to reach 500 wins. You can make this target less than 500, depending on time.

Once they run out of dominoes, they return their dominoes to the pile which they shuffle and use again.

Game 7d:

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

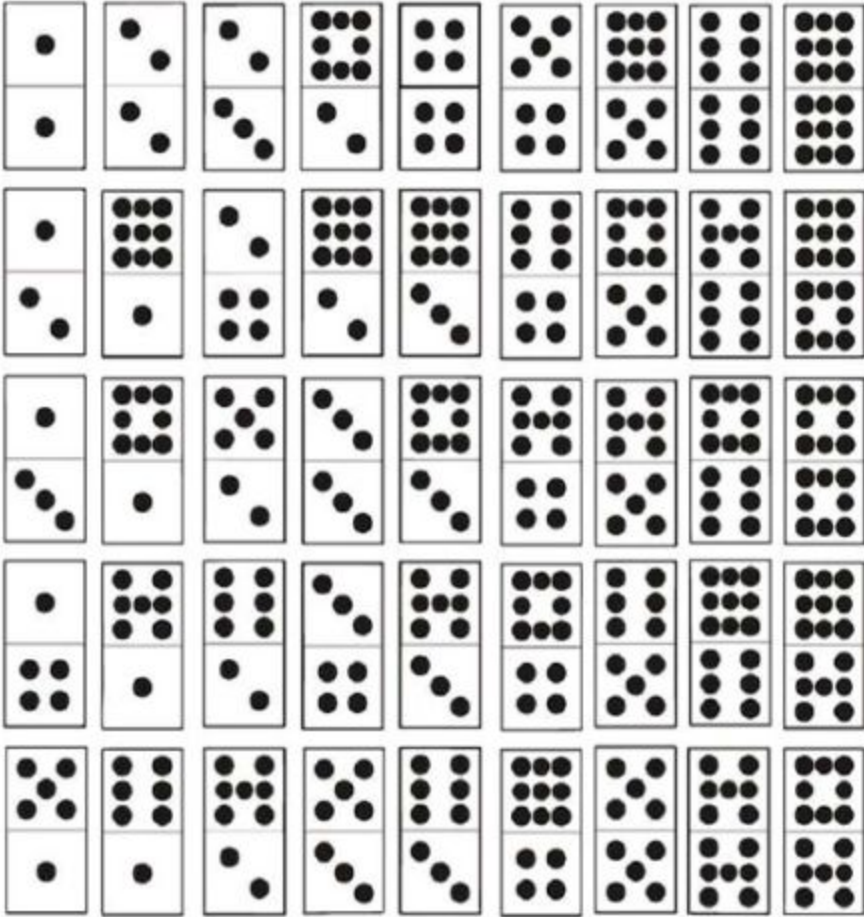
They write down each product and keep a running total of what is left

from 500. The winning player is the first one to get to zero after subtracting their products.



$$5 \times 3 = 15$$

one



Kiswahili Activities (KE)

Wednesday, 18 March

Muda: Dakika 45

Lengo la somo:

- Mwanafunzi aweze kutambua majina ya vitendo(vitenzi) katika sentensi.
- Mwanafunzi aweze kutumia vitenzi katika kutunga sentensi.

Vifaa vinvyohitajika:

- Picha mbalimbali zinazoonyesha vitendo mbalimbali.
- Penseli.
- Penseli za rangi.
-

Maagizo ya somo.

Mwanafunzi atazame picha zifuatazo na kundika kitendo kinachoendelea.



Igiza vitendo hivi.(hakikisha kuna mtu anayetazama vitendo unavyofanya)

1. Kimbia
2. Cheza
3. Ogelea
4. Andika
5. Lala

Andika kitenzi badala ya maelezo. Fuata mfano uliopewa.

1. Tumia miguu kwenda mbio. **Kimbia**
2. Toa uchafu mikononi ukitumia maji na sabuni.

3. Toa sauti na machozi.
4. Ingiza chakula mdomoni, tafuna na kumeza.
5. Kata nyasi kwa fyekeo.

(Fyeka, lia, kula, nawa)

Thursday, 19 March

Muda: Dakika 45

Vifaa vinavyohitajika.

Lengo la somo.

Mwanafunzi aweze:

- kusoma sauti tata kwa ufasaha.
- Kutunga vitanza ndimi rahisi akitumia sauti lengwa.

- Kalamu.
- Karatasi/daftari.
-

Maagizo ya somo.

Soma au ukariri beti hizi za shairi.

Vitanza ndimi hakika, kwangu bado ni tatizo,

Chozi na **jozi** mashaka, papa na baba tatizo,

Kuku na **gugu** kumbuka, kwangu naona tatizo,

Vitanza ndimi hakika, kutambua ni tatizo.

Vitanza ndimi maneno, ni rahisi kutambua,

Pata na **bata** mifano, najua wayatambua,

Koko na **gogo** si neno, wazi nakuelezea,

Vitanzandimi hakika, ni rahisi kutambua.

Maswali dadisi.

Ni maneno yapi yanayokaribiana katika matamshi?

Maneno hayo huitwa vitate.

Soma maneno haya kwa sauti.

Papa pipi popo poa jiji tete choa ubao

Pia tata kaka gia koo uchi bubu uji

Beba juu chui bibi guu toa tua gego

Gogo kua pepea pua cheche chacha.

Jaribu kutunga sentensi fupi ukitumia maneno uliyosoma hapo juu.

Mfano.

1. Popo alitua kwenye pua ya papa.

2. _____

3. _____

4. _____

5. _____

Friday, 20 March

Muda: Dakika 45

Lengo la somo:

Mwanafunzi aweze

- kujukumbusha uandishi wa insha ya wasifu.
- Kuandika insha ya wasifu akifuata vidokezo.
-

Vifaa vinavyohitajika.

- Karatasi/daftari
- penseli

Maagizo ya somo.

- Mada ya insha ya katika kipindi hiki ni Nyumbani kwetu.
- Mwanafunzi aandike vidokezo ambavyo vitamsaidia katika kuandika insha.
- **Baadhi ya** vidokezo ni kama vile:
 1. Nyumba yetu inapatikaa wapi?
 2. Imejengwa vipi?
 3. Ni vifaa gani vinapatikana ndani ya nyumba yetu?
 4. Je, majirani wetu ni akina nani?
 5. _____
 6. _____

Mwanafunzi atumia muda wa dakika 40 kuandika insha hii.

Mambo muhimu ya kuzingatia.

1. mada -Nyumbani kwetu. Insha iwe kuhusu nyumbani kwetu bali si mahali kwingine.
2. Sarufi-mwanafunzi atumie lugha ambayo ni sanifu na ya kupendeza.
3. Hati-Mwanafunzi ahakikishe kuwa mwandiko wake ni wa kuvutia na unasomeka kwa urahisi.
4. Mtiririko wa mawazo-Mawazo katika insha yapangwe vizuri ili yafuatane kwa njia ya kupendeza.

Exploration Activities

Wednesday, 18 March

Time: 45 mins

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

Materials Required:

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

Instructions for Learning:

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

Thursday, 19 March

Time: 45 mins

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

Materials Required:

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

Optional:

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

Preparation Notes:

- Watch [Video: Soap Experiment](#) to prepare for your demonstration
- Prepare a bowl with soap
- Prepare a plate with water and crush some pepper into it

Instructions for Learning:

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

Friday, 20 March

Time: 45 mins

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

Materials Required:

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

Optional:

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

Preparation Notes:

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

Instructions for Learning:

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

 **Science, Social Studies, & CRE (KE)**

Wednesday, 18th March

CRE: Creation (KE)

Time: 45 minutes

Materials Required:

Learning Goal:

Students will be able to:

- Explain why it is important to honour parents as stated in Ephesians 6:1-3
- Read the story of Ammon and Tamar in 2 Samuel 13:4-14

- Bible
- Book
- Pen

Instructions for Learning: Parents should ensure that their kids have a bible.

- Students write five reasons why it is important to honor parents after reading Ephesians 6:1-3
- Students read the story of Ammon and Tamar in 2 Samuel 13:4-14.
- Students write what they have learnt from the story

Thursday, 19th March
Science: Living Things (KE)

Time: (45 minutes)

Materials Required:

Learning Goal: list learning objective here, e.g. student will:

- Walk around their home compound and find various plants.
- Observe and record the characteristics of the plants.

- Pencil
- Rubber

○ **Instructions for Learning:**

- Parents should ensure that their child gets various plants around their home compound.
- Parents should review their child characteristics of plants.
- How do plants make their own food?
- Let students distinguish between two chosen plants.

Friday, 20th March
Social Studies: Natural and Built Environments

- **Time:** 45 minutes

Learning Goal:

- Identify the Eight compass points from the Four cardinal points.
- Use the Eight compass points to give direction.

Materials Required:

- Pencil
- Rubber
- [March 20th_Social Studies_Compuss direction video](#)

Instructions for Learning: Let your child answer the following questions after watching a video.

- What is a compass?
- Name the four main points of the compass.
- Draw the eight compass points on the books of your child. Name North, East, South and West. Leave out North-East, South-West.
- Ask your child to try and identify the unnamed point.

Movement Activities

Wednesday, 18 March

Time: 45 minutes

Learning Goal:

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

Materials Required:

- Youtube video:
https://www.youtube.com/watch?v=75jy_zpRrruo

Instructions for Learning:

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

Thursday, 19 March

Time: 45 minutes

Learning Goal:

Learners watch the Beat go pop video and dance along

Materials Required:

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

Instructions for Learning:

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

Friday, 20 March

Time: 45 minutes

Learning Goal:

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

Materials Required:

- Youtube video:
<https://www.youtube.com/watch?v=GN94pZqPIRc>

Instructions for Learning:

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