



NOVA PIONEER

SCHOOLS FOR INNOVATORS & LEADERS

At-Home Learning Pack Term 1 2020

Week of: March 30 to 3 April

Grade: 4

Recommended Schedule for



Monday 30 March

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	English & Writer's Workshop	Explore your reading preferences	N/A
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Factors	N/A
10:15 - 10:30	Break		
10:30 - 11:15	Kiswahili	Sarufi: Aina za Maneno. viunganishi	N/A
11:15 - 11:30	Break		
11:30 - 12:15	Science, Social Studies, CRE	CRE	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	Movement	Crossfit for kids	N/A
1:45 - 2:30	Exploration	Culture Moment: Joy of Learning	Build Connections: https://vimeo.com/243681698

Recommended Schedule for









Tuesday 31 March

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	English & Writer's Workshop	Book covers: Making inferences	N/A
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Numbers that are divisible up to 50	N/A
10:15 - 10:30	Break		
10:30 - 11:15	Kiswahili	Kusoma ufahamu	N/A
11:15 - 11:30	Break		
11:30 - 12:15	Science, Social Studies, CRE	CRE	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	Movement	At-home gym	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 - 9:00	 English & Writer's Workshop	Write a story beginning	N/A
9:00 - 9:15	Break		
9:15 - 10:15	 Mathematics	Multiples	N/A
10:15 - 10:30	Break		
10:30 - 11:15	 Kiswahili	Kuandika: Kuandika kwa kutumia Tarakilishi	N/A
11:15 - 11:30	Break		
11:30 - 12:15	 Science, Social Studies, CRE	Science	Animal Protection video
12:15 - 1:00	Lunch		
1:00 - 1:45	 Movement	Tape lines	N/A
1:45 - 2:30	 Exploration	Culture Moment: Always Growing	WOOP https://vimeo.com/236435492

Recommended Schedule for



Thursday 2 April

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	English & Writer's Workshop	Create a front and back book cover	N/A
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Adding and subtracting	N/A
10:15 - 10:30	Break		
10:30 - 11:15	Kiswahili	Kusikiliza na Kuzungumza Kusikiliza Hadithi.	Video Hadithi ya Robinhood. https://www.youtube.com/watch?v=hIMtCh-qujU
11:15 - 11:30	Break		
11:30 - 12:15	Science, Social Studies, CRE	Science	Animal protection video
12:15 - 1:00	Lunch		
1:00 - 1:45	Movement	At-home gym	N/A
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 - 9:00	English & Writer's Workshop	Explore book covers	N/A
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Revision of multiples, factors, divisibility, adding and subtracting	N/A
10:15 - 10:30	Break		
10:30 - 11:15	Kiswahili	Kuandika Insha	N/A
11:15 - 11:30	Break		
11:30 - 12:15	Science, Social Studies, CRE	Social Studies	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	Movement	Paper movements	N/A
1:45 - 2:30	Exploration	Culture Moment: Greater Together	N/A

Literacy & Writer's Workshop Activities

Monday, 30 March

Time: 60 minutes

Materials Required:

- Notebook

Learning Goal:

Students will write a paragraph describing their favourite genre.

Instructions for Learning:

There are many genres of literature. Below are some examples.



Write a short paragraph about your favourite book genres. Explain why you enjoy these particular genres, and give some examples of books you have read in each favourite genre.

Tuesday, 31 March

Time: 60 min

Materials Required:

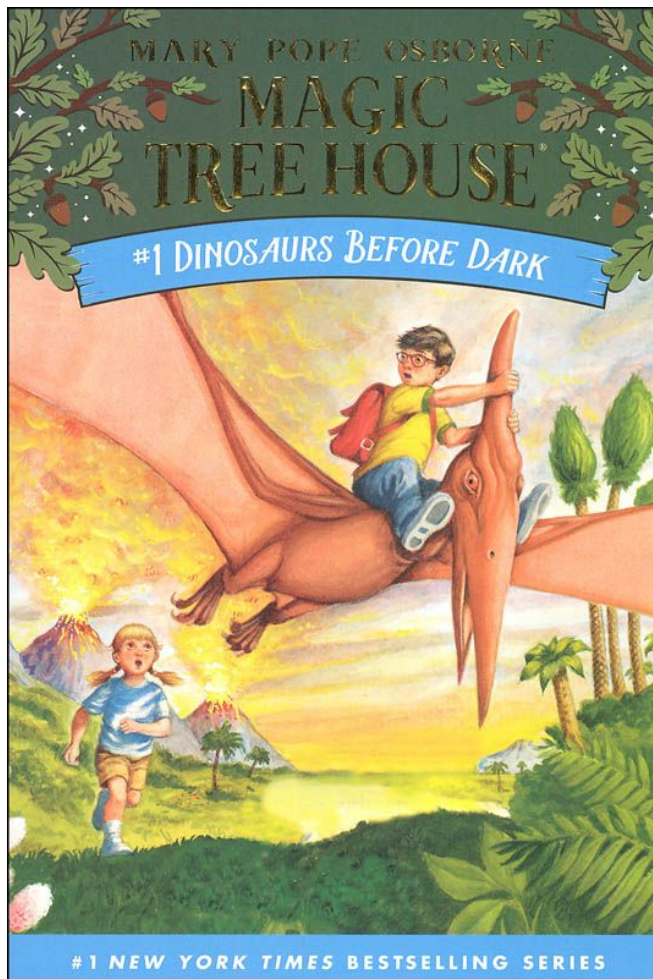
- Notebook

Learning Goal:

Students will answer inferential questions.

Instructions for Learning:

Look at this book's front and back covers, and answer the questions that follow:



ADVENTURE IS WAITING INSIDE EVERY BOOK!

MAGIC TREE HOUSE®

There's a mysterious tree house in the woods. Before Jack and Annie can find out where it came from, the tree house whisks them back to the prehistoric past. Now they have to figure out how to get home. Can they do it before dark . . . or will they become a dinosaur's dinner?

A MAGIC TREE HOUSE® book for every reader!
(Look at the inside front cover for more info.)

Discover new worlds with Jack and Annie!

For games, contests, and lots more fun, check out MAGICTREEHOUSE.com!

Ages 6-9
Also available as an ebook

RANDOM HOUSE
randomhousekids.com

1. What genre do you think this book falls under? Give a reason for your answer.
2. Describe what you see on the front cover.
3. Briefly explain the plot of the story, based on information from the book cover.
4. Is this a book you would like to read one day? Why or why not?
5. Comment on how the blurb is written. Do you think it successfully does what a blurb is supposed to do?
6. What other features of the book cover might attract readers? Give reasons for your answers.

Wednesday, 1 April

Time: 60 minutes

Materials Required:

- Notebook

Learning Goal:

Students will write a story beginning.

Instructions for Learning:

- Use the title, blurb, illustration etc on the cover of 'Dinosaurs before dark' to imagine the different parts of the story plot.
- Write a story beginning for this book.
- Remember that a story beginning is meant to:
 - introduce characters,
 - describe the setting,
 - And hook the reader.

Thursday, 2 April

Time: 60 minutes

Materials Required:

- Notebook

Learning Goal:

Students will create a book cover.

Instructions for Learning:

- Create your own book cover for 'Dinosaurs before dark'.
 - Remember to include: the title, author, and an illustration.
 - Write a blurb for the back cover.
 - Include any other features that you think will attract readers to the book.

Friday, 3 April

Time: 60 min

Materials Required:

- Notebook

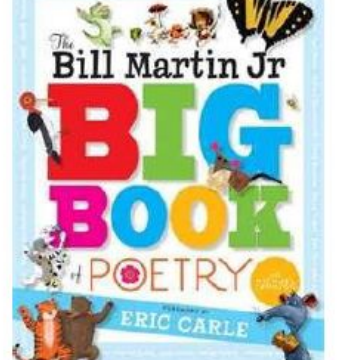
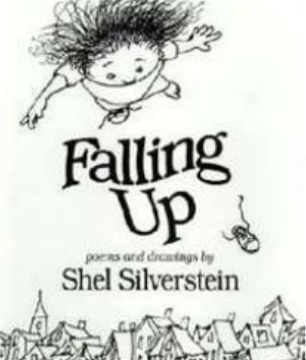
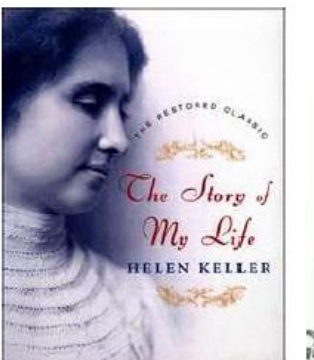
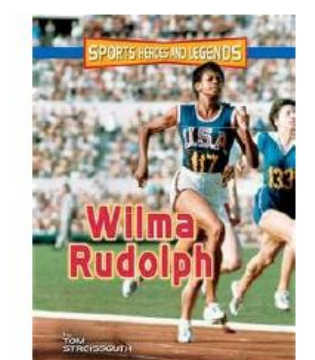
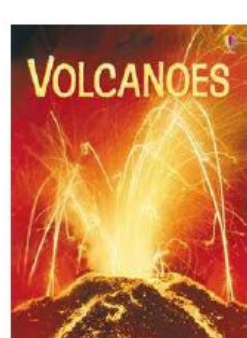
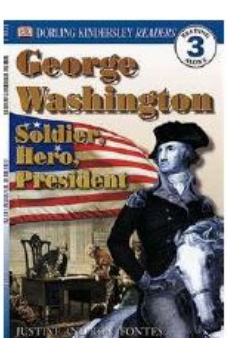
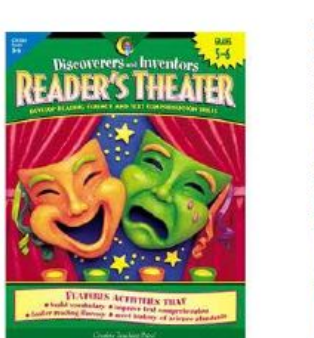
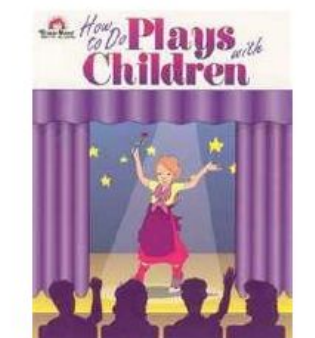
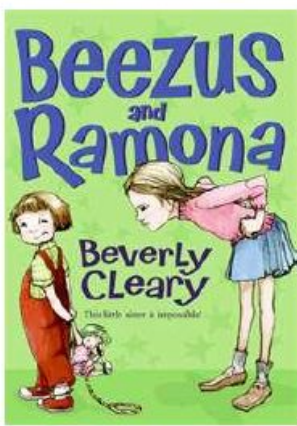
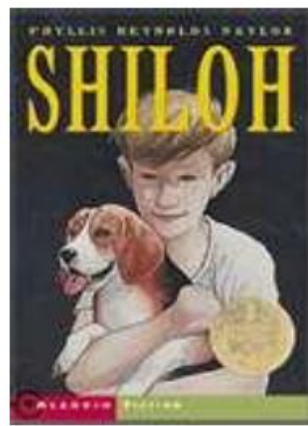
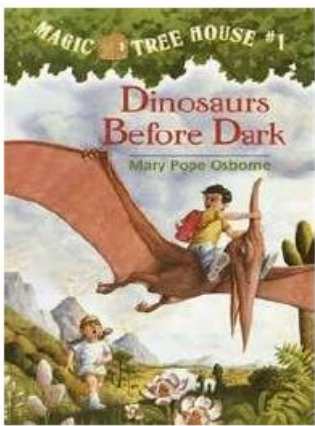
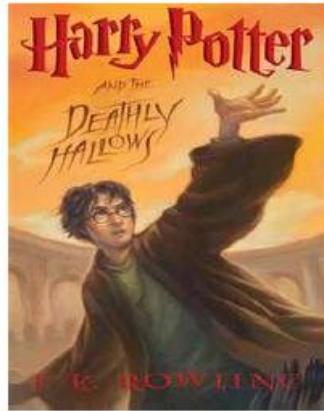
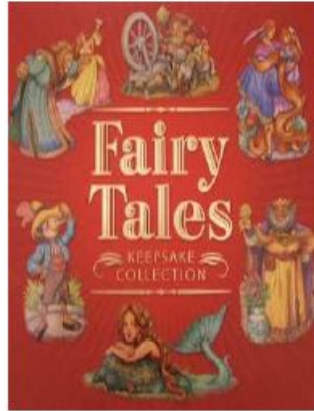
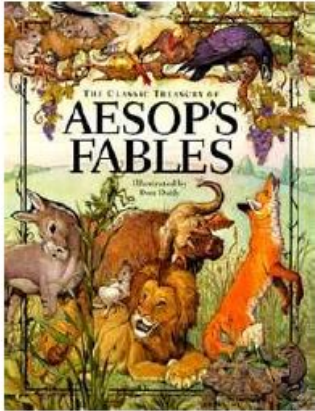
Learning Goal:

Students will make inferences about books based on their covers.

Instructions for Learning:

- Explore the book covers below. Discuss with an adult or older sibling which genre you think each book falls under. Give reasons for your answers, and see how many you agree on.

- Choose 3 books that you think you would like to read. Write a short paragraph explaining why you choose these 3 books, and what you predict each book would be about.



+Mathematics Activities

Monday, 30 March

Time: 60 minutes

Learning Goal:

The student will practice the 2x and 3x tables.

The student will play a card game involving factors

Materials Required:

- Worksheet provided
- Pack of cards

Instructions for Learning:

1. Practice of the 2 times table. Your child can complete the worksheet below, or he can write down the answers in an exercise book. Give him a time limit of 2 - 5 minutes, depending on the child's ability.
2. Do the same for the 3 times table.

For Q3, you need a pack of cards. Remind your child that:

A **factor** of a number is a number that **divides** exactly into the given number.

So 2 is a factor of 6 because 2 goes into 6 three times.

3 is a factor of 6 because 3 goes into 6 twice.

1 and 6 are also factors of 6 because 1 goes into 6 six times and 6 goes into 6 once.

Name _____

Date _____



2 TIMES TABLE TEST 3

- | | |
|---------------------------|-----------------------------|
| 1) $7 \times 2 =$ _____ | 21) _____ $\times 2 = 14$ |
| 2) $2 \times 1 =$ _____ | 22) $2 \times$ _____ $= 10$ |
| 3) $3 \times 2 =$ _____ | 23) $2 \times$ _____ $= 20$ |
| 4) $2 \times 9 =$ _____ | 24) _____ $\times 2 = 6$ |
| 5) $6 \times 2 =$ _____ | 25) _____ $\times 2 = 4$ |
| 6) $10 \times 2 =$ _____ | 26) _____ $\times 2 = 12$ |
| 7) $2 \times 2 =$ _____ | 27) $2 \times$ _____ $= 2$ |
| 8) $2 \times 5 =$ _____ | 28) $2 \times$ _____ $= 0$ |
| 9) $4 \times 2 =$ _____ | 29) _____ $\times 2 = 16$ |
| 10) $8 \times 2 =$ _____ | 30) $2 \times$ _____ $= 8$ |
| 11) $1 \times 2 =$ _____ | 31) _____ $\times 2 = 18$ |
| 12) $9 \times 2 =$ _____ | 32) $2 \times$ _____ $= 12$ |
| 13) $2 \times 6 =$ _____ | 33) _____ $\times 2 = 20$ |
| 14) $5 \times 2 =$ _____ | 34) $2 \times$ _____ $= 6$ |
| 15) $2 \times 7 =$ _____ | 35) _____ $\times 2 = 4$ |
| 16) $0 \times 2 =$ _____ | 36) $2 \times$ _____ $= 18$ |
| 17) $2 \times 4 =$ _____ | 37) _____ $\times 2 = 14$ |
| 18) $0 \times 2 =$ _____ | 38) $2 \times$ _____ $= 16$ |
| 19) $2 \times 3 =$ _____ | 39) $2 \times$ _____ $= 2$ |
| 20) $2 \times 10 =$ _____ | 40) _____ $\times 2 = 10$ |

SCORE



Name _____

Date _____



3 TIMES TABLE TEST 1

- | | |
|---------------------------|-----------------------------|
| 1) $4 \times 3 =$ _____ | 21) _____ $\times 3 =$ 21 |
| 2) $3 \times 6 =$ _____ | 22) $3 \times$ _____ $=$ 6 |
| 3) $3 \times 3 =$ _____ | 23) $3 \times$ _____ $=$ 3 |
| 4) $0 \times 3 =$ _____ | 24) _____ $\times 3 =$ 30 |
| 5) $7 \times 3 =$ _____ | 25) _____ $\times 3 =$ 18 |
| 6) $10 \times 3 =$ _____ | 26) _____ $\times 3 =$ 9 |
| 7) $3 \times 5 =$ _____ | 27) $3 \times$ _____ $=$ 27 |
| 8) $3 \times 8 =$ _____ | 28) $3 \times$ _____ $=$ 12 |
| 9) $2 \times 3 =$ _____ | 29) _____ $\times 3 =$ 24 |
| 10) $9 \times 3 =$ _____ | 30) $3 \times$ _____ $=$ 15 |
| 11) $3 \times 7 =$ _____ | 31) _____ $\times 3 =$ 0 |
| 12) $1 \times 3 =$ _____ | 32) $3 \times$ _____ $=$ 18 |
| 13) $3 \times 10 =$ _____ | 33) _____ $\times 3 =$ 3 |
| 14) $8 \times 3 =$ _____ | 34) $3 \times$ _____ $=$ 30 |
| 15) $3 \times 9 =$ _____ | 35) _____ $\times 3 =$ 12 |
| 16) $3 \times 3 =$ _____ | 36) $3 \times$ _____ $=$ 24 |
| 17) $3 \times 0 =$ _____ | 37) _____ $\times 3 =$ 15 |
| 18) $6 \times 3 =$ _____ | 38) _____ $\times 3 =$ 6 |
| 19) $3 \times 2 =$ _____ | 39) $3 \times$ _____ $=$ 21 |
| 20) $5 \times 3 =$ _____ | 40) _____ $\times 3 =$ 9 |

SCORE



3. You need a pack of cards and one or two players.

Give the following values to these cards:

A = 1; J = 11; Q = 12 and K = 13

- A student picks a card and then lists/states all the factors of that number.
- If she states all of them correctly, she keeps the card. If not, the card is placed at the bottom of the pack.
- The player with the most cards when the time is up is the winner

[Factors of **1**: 1; Factors of **2**: 1, 2 Factors of **3**: 1, 3 Factors of **4**: 1, 2, 4
 Factors of **5**: 1, 5 Factors of **6**: 1, 2, 3, 6 Factors of **7**: 1, 7 Factors of **8**: 1, 2, 4, 8
 Factors of **9**: 1, 3, 9 Factors of **10**: 1, 2, 5, 10 Factors of **11**: 1, 11
 Factors of **12**: 1, 2, 3, 4, 6, 12. Factors of **13**: 1, 13]

Tuesday, 31 March

Time: 60 minutes

Materials Required:

- Worksheets provided

Learning Goal:

The student will practice the 4x table and 5x table.

The student will list the factors of a number

Instructions for Learning:

- Practice of the 4 times table. Your child can complete the worksheet below, or he can write down the answers in an exercise book. Give her a time limit of 2 - 5 minutes, depending on the child's ability.
- Do the same for the 5 times table.

4

TIMES TABLE TEST 1



1) $4 \times 5 = \underline{\quad}$

2) $2 \times 4 = \underline{\quad}$

3) $4 \times 3 = \underline{\quad}$

4) $10 \times 4 = \underline{\quad}$

5) $1 \times 4 = \underline{\quad}$

6) $4 \times 7 = \underline{\quad}$

7) $4 \times 0 = \underline{\quad}$

8) $6 \times 4 = \underline{\quad}$

9) $9 \times 4 = \underline{\quad}$

10) $4 \times 4 = \underline{\quad}$

11) $4 \times 8 = \underline{\quad}$

12) $7 \times 4 = \underline{\quad}$

13) $4 \times 2 = \underline{\quad}$

14) $4 \times 9 = \underline{\quad}$

15) $3 \times 4 = \underline{\quad}$

16) $5 \times 4 = \underline{\quad}$

17) $4 \times 10 = \underline{\quad}$

18) $8 \times 4 = \underline{\quad}$

19) $3 \times 4 = \underline{\quad}$

20) $4 \times 6 = \underline{\quad}$

21) $\underline{\quad} \times 4 = 4$

22) $4 \times \underline{\quad} = 16$

23) $4 \times \underline{\quad} = 24$

24) $\underline{\quad} \times 4 = 0$

25) $\underline{\quad} \times 4 = 12$

26) $\underline{\quad} \times 4 = 40$

27) $4 \times \underline{\quad} = 32$

28) $4 \times \underline{\quad} = 8$

29) $\underline{\quad} \times 4 = 28$

30) $4 \times \underline{\quad} = 36$

31) $\underline{\quad} \times 4 = 20$

32) $4 \times \underline{\quad} = 12$

33) $\underline{\quad} \times 4 = 24$

34) $4 \times \underline{\quad} = 40$

35) $\underline{\quad} \times 4 = 32$

36) $4 \times \underline{\quad} = 28$

37) $\underline{\quad} \times 4 = 8$

38) $\underline{\quad} \times 4 = 36$

39) $4 \times \underline{\quad} = 4$

40) $\underline{\quad} \times 4 = 16$

SCORE



Name _____

Date _____



5 TIMES TABLE TEST 1

- 1) $5 \times 3 = \underline{\quad}$
- 2) $2 \times 5 = \underline{\quad}$
- 3) $4 \times 5 = \underline{\quad}$
- 4) $5 \times 8 = \underline{\quad}$
- 5) $5 \times 10 = \underline{\quad}$
- 6) $1 \times 5 = \underline{\quad}$
- 7) $7 \times 5 = \underline{\quad}$
- 8) $5 \times 5 = \underline{\quad}$
- 9) $5 \times 0 = \underline{\quad}$
- 10) $9 \times 5 = \underline{\quad}$
- 11) $6 \times 5 = \underline{\quad}$
- 12) $5 \times 2 = \underline{\quad}$
- 13) $10 \times 5 = \underline{\quad}$
- 14) $8 \times 5 = \underline{\quad}$
- 15) $5 \times 7 = \underline{\quad}$
- 16) $5 \times 9 = \underline{\quad}$
- 17) $5 \times 5 = \underline{\quad}$
- 18) $3 \times 5 = \underline{\quad}$
- 19) $5 \times 6 = \underline{\quad}$
- 20) $5 \times 4 = \underline{\quad}$

- 21) $\underline{\quad} \times 5 = 20$
- 22) $5 \times \underline{\quad} = 10$
- 23) $5 \times \underline{\quad} = 35$
- 24) $\underline{\quad} \times 5 = 50$
- 25) $\underline{\quad} \times 5 = 5$
- 26) $\underline{\quad} \times 5 = 30$
- 27) $5 \times \underline{\quad} = 40$
- 28) $5 \times \underline{\quad} = 0$
- 29) $\underline{\quad} \times 5 = 25$
- 30) $5 \times \underline{\quad} = 45$
- 31) $\underline{\quad} \times 5 = 5$
- 32) $5 \times \underline{\quad} = 30$
- 33) $\underline{\quad} \times 5 = 35$
- 34) $5 \times \underline{\quad} = 25$
- 35) $\underline{\quad} \times 5 = 40$
- 36) $5 \times \underline{\quad} = 5$
- 37) $\underline{\quad} \times 5 = 10$
- 38) $\underline{\quad} \times 5 = 45$
- 39) $5 \times \underline{\quad} = 50$
- 40) $\underline{\quad} \times 5 = 15$

SCORE



FACTORS

Remind your child about factors using the examples below.



Factors of numbers from 1 to 30

The factors of 10 are

1 2 5 10

Circle the factors of 4.

1 2 3 4

Write all the factors of each number.

The factors of 26 are

The factors of 30 are

The factors of 9 are

The factors of 12 are

The factors of 15 are

The factors of 22 are

The factors of 20 are

The factors of 21 are

The factors of 24 are

Circle all the factors of each number.

Which numbers are factors of 14? 1 2 3 5 7 9 12 14

Which numbers are factors of 13? 1 2 3 4 5 6 7 8 9 10 11 13

Which numbers are factors of 7? 1 2 3 4 5 6 7

Which numbers are factors of 11? 1 2 3 4 5 6 7 8 9 10 11

Which numbers are factors of 6? 1 2 3 4 5 6

Which numbers are factors of 8? 1 2 3 4 5 6 7 8

Which numbers are factors of 17? 1 2 5 7 12 14 16 17

Which numbers are factors of 18? 1 2 3 4 5 6 8 9 10 12 18

Some numbers only have factors of 1 and themselves. They are called prime numbers. Write down all the prime numbers that are less than 30 in the box.

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GREAT!SCHOOL

Wednesday, 1 April

Time: 60 minutes

Learning Goal:

The student will practice the 6x table and 7x table.

The student will identify the greatest (highest) common factors of two numbers

Materials Required:

- Worksheet provided
- 6x table and 7x table

Instructions for Learning:

- Practice of the 6 times table. Your child can complete the worksheet below, or he can write down the answers in an exercise book. Give her a time limit of 2 - 5 minutes, depending on the child's ability.
- Do the same for the 7 times table.

Name _____

Date _____



6 TIMES TABLE TEST 1

- | | |
|---------------------------|-----------------------------|
| 1) $6 \times 3 =$ _____ | 21) _____ $\times 6 = 24$ |
| 2) $1 \times 6 =$ _____ | 22) $6 \times$ _____ $= 0$ |
| 3) $10 \times 6 =$ _____ | 23) $6 \times$ _____ $= 30$ |
| 4) $6 \times 5 =$ _____ | 24) _____ $\times 6 = 12$ |
| 5) $8 \times 6 =$ _____ | 25) _____ $\times 6 = 60$ |
| 6) $6 \times 6 =$ _____ | 26) _____ $\times 6 = 42$ |
| 7) $6 \times 4 =$ _____ | 27) $6 \times$ _____ $= 54$ |
| 8) $7 \times 6 =$ _____ | 28) $6 \times$ _____ $= 36$ |
| 9) $9 \times 6 =$ _____ | 29) _____ $\times 6 = 48$ |
| 10) $6 \times 0 =$ _____ | 30) $6 \times$ _____ $= 6$ |
| 11) $6 \times 3 =$ _____ | 31) _____ $\times 6 = 18$ |
| 12) $2 \times 6 =$ _____ | 32) $6 \times$ _____ $= 42$ |
| 13) $6 \times 8 =$ _____ | 33) _____ $\times 6 = 30$ |
| 14) $6 \times 10 =$ _____ | 34) $6 \times$ _____ $= 60$ |
| 15) $4 \times 6 =$ _____ | 35) _____ $\times 6 = 54$ |
| 16) $3 \times 6 =$ _____ | 36) $6 \times$ _____ $= 24$ |
| 17) $6 \times 9 =$ _____ | 37) _____ $\times 6 = 0$ |
| 18) $6 \times 7 =$ _____ | 38) _____ $\times 6 = 36$ |
| 19) $5 \times 6 =$ _____ | 39) $6 \times$ _____ $= 18$ |
| 20) $6 \times 1 =$ _____ | 40) $6 \times$ _____ $= 48$ |

SCORE



Name _____

Date _____



7 TIMES TABLE TEST 1

- | | |
|---------------------------------------|---------------------------------------|
| 1) $7 \times 5 = \underline{\quad}$ | 21) $\underline{\quad} \times 7 = 35$ |
| 2) $2 \times 7 = \underline{\quad}$ | 22) $7 \times \underline{\quad} = 14$ |
| 3) $0 \times 7 = \underline{\quad}$ | 23) $7 \times \underline{\quad} = 7$ |
| 4) $7 \times 3 = \underline{\quad}$ | 24) $\underline{\quad} \times 7 = 28$ |
| 5) $7 \times 10 = \underline{\quad}$ | 25) $\underline{\quad} \times 7 = 49$ |
| 6) $4 \times 7 = \underline{\quad}$ | 26) $\underline{\quad} \times 7 = 0$ |
| 7) $6 \times 7 = \underline{\quad}$ | 27) $7 \times \underline{\quad} = 21$ |
| 8) $7 \times 9 = \underline{\quad}$ | 28) $7 \times \underline{\quad} = 42$ |
| 9) $8 \times 7 = \underline{\quad}$ | 29) $\underline{\quad} \times 7 = 56$ |
| 10) $7 \times 6 = \underline{\quad}$ | 30) $7 \times \underline{\quad} = 70$ |
| 11) $3 \times 7 = \underline{\quad}$ | 31) $\underline{\quad} \times 7 = 14$ |
| 12) $7 \times 7 = \underline{\quad}$ | 32) $7 \times \underline{\quad} = 63$ |
| 13) $5 \times 7 = \underline{\quad}$ | 33) $\underline{\quad} \times 7 = 21$ |
| 14) $7 \times 1 = \underline{\quad}$ | 34) $7 \times \underline{\quad} = 56$ |
| 15) $9 \times 7 = \underline{\quad}$ | 35) $\underline{\quad} \times 7 = 7$ |
| 16) $7 \times 2 = \underline{\quad}$ | 36) $7 \times \underline{\quad} = 0$ |
| 17) $7 \times 8 = \underline{\quad}$ | 37) $\underline{\quad} \times 7 = 42$ |
| 18) $10 \times 7 = \underline{\quad}$ | 38) $\underline{\quad} \times 7 = 70$ |
| 19) $7 \times 6 = \underline{\quad}$ | 39) $7 \times \underline{\quad} = 28$ |
| 20) $7 \times 4 = \underline{\quad}$ | 40) $7 \times \underline{\quad} = 49$ |

SCORE



Greatest common factor



Circle the common factors.

Write the greatest common factor (GCF).

24: (1), (2), (3), 4, (6), 8, 12, 24

60: (1), (2), (3), 4, 5, (6), 8, 10, 12, 60

The GCF is 6

42: (1), (2), (3), (6), 7, 14

Find the factors. Circle the common factors.

45:

36:

28:

54:

Find the factors. Write the GCF.

35:

80:

The GCF is

32:

64:

The GCF is

12:

44:

15:

12, 24

The GCF is

54:

72:

18:

The GCF is

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GREAT!SCHOOLS

Thursday, 2 April

Time: 60 minutes

Learning Goal:

The student will practice the 8x table and 9x table.

The student will list or identify the

Materials Required:

- Worksheets provided
-

Instructions for Learning:

- Practice of the 8 times table. Your child can complete the worksheet below, or he can write down the answers in an exercise book. Give her a time limit of 2 - 5 minutes, depending on the child's ability.
- Do the same for the 9 times table.

Name _____

Date _____



TIMES TABLE TEST 1



- | | |
|---------------------------------------|---------------------------------------|
| 1) $8 \times 2 = \underline{\quad}$ | 21) $\underline{\quad} \times 8 = 24$ |
| 2) $0 \times 8 = \underline{\quad}$ | 22) $8 \times \underline{\quad} = 8$ |
| 3) $4 \times 8 = \underline{\quad}$ | 23) $8 \times \underline{\quad} = 80$ |
| 4) $8 \times 1 = \underline{\quad}$ | 24) $\underline{\quad} \times 8 = 32$ |
| 5) $8 \times 5 = \underline{\quad}$ | 25) $\underline{\quad} \times 8 = 48$ |
| 6) $3 \times 8 = \underline{\quad}$ | 26) $\underline{\quad} \times 8 = 16$ |
| 7) $8 \times 8 = \underline{\quad}$ | 27) $8 \times \underline{\quad} = 56$ |
| 8) $7 \times 8 = \underline{\quad}$ | 28) $8 \times \underline{\quad} = 40$ |
| 9) $8 \times 10 = \underline{\quad}$ | 29) $\underline{\quad} \times 8 = 72$ |
| 10) $8 \times 6 = \underline{\quad}$ | 30) $8 \times \underline{\quad} = 64$ |
| 11) $9 \times 8 = \underline{\quad}$ | 31) $\underline{\quad} \times 8 = 80$ |
| 12) $8 \times 8 = \underline{\quad}$ | 32) $8 \times \underline{\quad} = 16$ |
| 13) $8 \times 4 = \underline{\quad}$ | 33) $\underline{\quad} \times 8 = 40$ |
| 14) $2 \times 8 = \underline{\quad}$ | 34) $8 \times \underline{\quad} = 72$ |
| 15) $5 \times 8 = \underline{\quad}$ | 35) $\underline{\quad} \times 8 = 8$ |
| 16) $8 \times 3 = \underline{\quad}$ | 36) $8 \times \underline{\quad} = 24$ |
| 17) $8 \times 7 = \underline{\quad}$ | 37) $\underline{\quad} \times 8 = 56$ |
| 18) $6 \times 8 = \underline{\quad}$ | 38) $\underline{\quad} \times 8 = 64$ |
| 19) $8 \times 0 = \underline{\quad}$ | 39) $8 \times \underline{\quad} = 32$ |
| 20) $10 \times 8 = \underline{\quad}$ | 40) $8 \times \underline{\quad} = 48$ |

SCORE



Name _____

Date _____



9 TIMES TABLE TEST 1

1) $9 \times 3 = \underline{\quad}$

2) $2 \times 9 = \underline{\quad}$

3) $5 \times 9 = \underline{\quad}$

4) $9 \times 10 = \underline{\quad}$

5) $9 \times 4 = \underline{\quad}$

6) $1 \times 9 = \underline{\quad}$

7) $7 \times 9 = \underline{\quad}$

8) $9 \times 6 = \underline{\quad}$

9) $9 \times 9 = \underline{\quad}$

10) $8 \times 9 = \underline{\quad}$

11) $0 \times 9 = \underline{\quad}$

12) $9 \times 2 = \underline{\quad}$

13) $9 \times 7 = \underline{\quad}$

14) $10 \times 9 = \underline{\quad}$

15) $9 \times 1 = \underline{\quad}$

16) $9 \times 5 = \underline{\quad}$

17) $4 \times 9 = \underline{\quad}$

18) $6 \times 9 = \underline{\quad}$

19) $3 \times 9 = \underline{\quad}$

20) $9 \times 8 = \underline{\quad}$

21) $\underline{\quad} \times 9 = 18$

22) $9 \times \underline{\quad} = 90$

23) $9 \times \underline{\quad} = 36$

24) $\underline{\quad} \times 9 = 9$

25) $\underline{\quad} \times 9 = 63$

26) $\underline{\quad} \times 9 = 45$

27) $9 \times \underline{\quad} = 27$

28) $9 \times \underline{\quad} = 81$

29) $\underline{\quad} \times 9 = 0$

30) $9 \times \underline{\quad} = 54$

31) $\underline{\quad} \times 9 = 72$

32) $9 \times \underline{\quad} = 63$

33) $\underline{\quad} \times 9 = 27$

34) $9 \times \underline{\quad} = 18$

35) $\underline{\quad} \times 9 = 54$

36) $9 \times \underline{\quad} = 0$

37) $\underline{\quad} \times 9 = 36$

38) $\underline{\quad} \times 9 = 90$

39) $9 \times \underline{\quad} = 45$

40) $9 \times \underline{\quad} = 72$

SCORE



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Multiples

Circle the multiples of 3.

4

7

9

14

20

24

Circle the multiples of 3.

4	7	10	15	21	30	35	50
2	4	6	8	10	12	14	16
1	3	5	7	9	11	13	15
2	5	8	11	14	17	20	23
5	10	15	20	25	30	35	40
0	3	6	9	12	15	18	21
10	20	30	40	50	60	70	80
5	8	11	14	17	20	23	26
2	7	13	17	21	25	33	60

Circle the multiples of 4.

2	7	11	15	19	23	28	31
2	4	6	8	10	12	14	16
1	3	5	7	9	11	13	15
3	6	9	12	15	18	21	24
4	12	14	18	22	24	28	34
5	10	15	20	25	30	35	40
3	5	12	17	24	26	32	80
1	5	9	13	18	20	60	100
10	20	30	40	50	60	70	80

Friday, 3 April

Time: 60 minutes

Materials Required:

- Copy of board for game provided
- 15 - 20 counters of two colours
- Quiz provided

Learning Goal:

The student will play a board game involving multiples
The student will complete a times tables quiz.

Instructions for Learning:

- Your child can play the times tables game below (Race to the Moon) as preparation for the quiz.
-

RACE TO THE MOON

MULTIPLICATION TO 12x12

Race to the Moon is a fun series of games which involve trying to make a path of unbroken counters from the Earth to the Moon. As well as developing quick recall of number facts, this game also involves strategy in blocking your partner whilst making your path.

Age Range 4th grade+

Number of players: 2 or 3

Learning: Multiply with numbers to 12x12, strategy

You will need

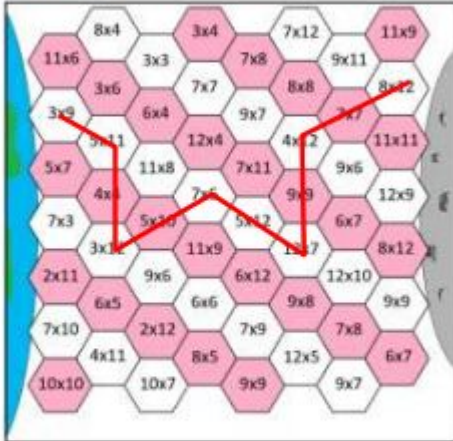
- Each player will need 15-20 counters of their own color.

Instructions

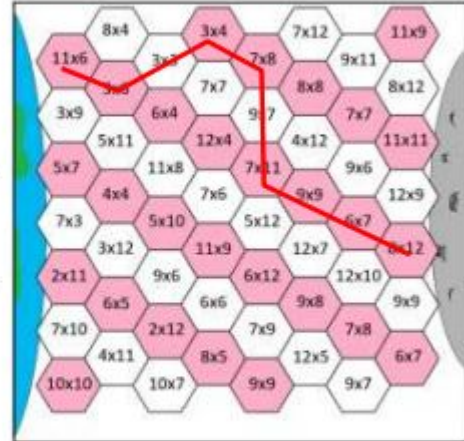
- Choose a multiplication you want to work out on one of the uncovered hexagons on the game board.
- Work out the answer in your head. Use a multiplication square (see appendix 3) to help you if you wish.
- Say the calculation and the answer.
- Your partner will check in their head (or using the multiplication strips).
- If you are right, you place a counter on the hexagon. Then it is your partner's turn. If you are wrong, you don't get to place a counter.

Variations

- If you get an answer wrong, your partner can remove one of your counters from the board.

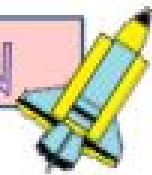
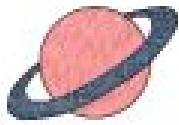


Examples of winning paths.



RACE TO THE MOON

MULTIPLICATION TO 12x12



Who will be first to get from Earth to the Moon?

8x4	3x4	7x12	11x9
11x6	3x3	7x8	9x11
3x6	7x7	8x8	8x12
3x9	6x4	9x7	7x7
5x11	12x4	4x12	11x11
5x7	11x8	7x11	9x6
4x4	7x6	9x9	12x9
7x3	5x10	5x12	6x7
3x12	11x9	12x7	8x12
2x11	9x6	6x12	12x10
6x6	6x5	9x8	9x9
7x10	2x12	7x9	7x8
4x11	8x5	12x5	6x7
10x10	10x7	9x9	9x7

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- Your child can complete the quiz below, or she can write down the answers in an exercise book. Give her a time limit of 2 - 5 minutes, depending on the child's ability.

Name _____

Date _____



Quiz for times tables

Created by the Math Salamanders www.math-salamanders.com

Fill in the answers:

1) $2 \times \underline{\quad} = 8$

2) $9 \times \underline{\quad} = 45$

3) $\underline{\quad} \times 7 = 35$

4) $\underline{\quad} \times 10 = 20$

5) $2 \times \underline{\quad} = 18$

6) $8 \times \underline{\quad} = 72$

7) $9 \times \underline{\quad} = 72$

8) $9 \times 9 = \underline{\quad}$

9) $\underline{\quad} \times 6 = 30$

10) $5 \times \underline{\quad} = 15$

11) $\underline{\quad} \times 8 = 24$

12) $2 \times \underline{\quad} = 16$



Times Tables Quizz

Created by the Math Salamanders www.math-salamanders.com

Answer the questions.

1) $\underline{\quad} \div 7 = 9$

2) $9 \times \underline{\quad} = 9$

3) $\underline{\quad} \div 9 = 6$

4) $9 \times \underline{\quad} = 27$

5) $\underline{\quad} \div 5 = 3$

6) $\underline{\quad} \times 2 = 14$

7) $\underline{\quad} \times 4 = 4$

8) $36 \div \underline{\quad} = 9$

9) $\underline{\quad} \div 3 = 9$

10) $\underline{\quad} \times 3 = 18$

11) $8 \div 1 = \underline{\quad}$

12) $\underline{\quad} \times 6 = 24$

13) $8 \times \underline{\quad} = 16$

14) $40 \div \underline{\quad} = 5$

15) $\underline{\quad} \div 1 = 6$

$16) 2 \times 2 = \underline{\quad}$

$17) 40 \div 8 = \underline{\quad}$

$18) \underline{\quad} \times 1 = 5$

$19) 9 \div \underline{\quad} = 9$

$20) 8 \times \underline{\quad} = 40$

$21) 8 \div \underline{\quad} = 2$

$22) 2 \times 10 = \underline{\quad}$

$23) 56 \div \underline{\quad} = 7$

$24) 10 \times \underline{\quad} = 0$

$25) \underline{\quad} \div 9 = 2$

$26) \underline{\quad} \div 8 = 10$

$27) \underline{\quad} \times 2 = 14$

$28) 2 \times \underline{\quad} = 20$

$29) 1 \times 5 = \underline{\quad}$

$30) 5 \times 5 = \underline{\quad}$

🗨️ Kiswahili Activities (KE)

Monday, 30 March

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kutambua aina za viunganishi na kuvitumia katika sentensi.

Vifaa Vinavyohitajika:

- Orodha ya viunganishi.
- Kalamu
- Penseli
- Daftari/Karatasi ya kuandikia.

Maagizo ya Somo:

- Mwanafunzi aanze kwa kusoma kifungu kifuatacho huku akizingatia maneno yaliyo katika rangi nyekundu.

Viunganishi

Soma kifungu hiki kumhusu Tabasamu.

Tabasamu



Tabasamu aliamka **kabla ya** jua kuchomoza. Alipata kiamshakinywa **halafu** akapigwa mswaki. Alivaa sare yake **kisha** akaondoka na kwenda shuleni. Alifika mapema **kwa sababu** alikuwa amerauka mapema. Mwalimu wao **pia** alikuwa amefika.

Tabasamu alikuwa amesahau kalamu yake nyumbani, **kwa hivyo** alitumia kipakatalishi chake kuandikia. Alifurahia Kucheza **na** marafiki zake **baada ya** kula chakula cha mchana. Mmoja wa marafiki zake alianguka **lakini** hakuumia. Baadaye alirejea nyumbani akiwa na furaha tele.

Andika mifano ya viunganishi vilivyotumika katika kifungu.

Baada ya	_____	_____	_____	_____
_____	_____	_____	_____	lakini.

Zoezi la Kwanza.

Pigia mstari kiunganishi katika sentensi hizi.

1. Amefika lakini amechelewa
2. Nilimwambia lakini hakunisikiliza.
3. Machungwa na mananasi yamenunuliwa sokoni.
4. Ninapenda kucheza soka, pia napenda kuimba.
5. Amepona kwa sababu ametibiwa.

Zoezi la Pili.

Tumia viunganishi kuunda sentensi.

1. Lakini. _____
2. Kabla ya. _____
3. Kisha. _____
4. Kwa hivyo. _____
5. na . _____

Tuesday, 31 March

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kusoma ufahamu na kujibu maswali kutoka katika ufahamu.

Vifaa Vinavyohitajika:

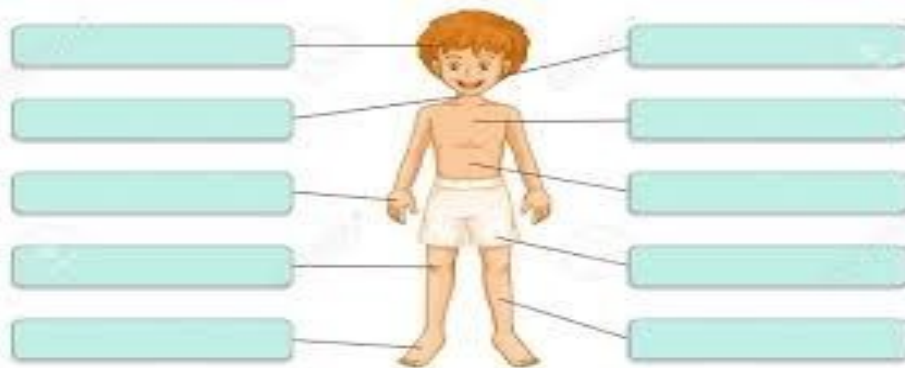
- Ufahamu.
- Daftari
- Kalamu
- penseli.

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, unafhamu 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) _____

Wednesday, 1 April

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kujikumbusha msamiati wa vifaa vinavyopatikana nyumbani kwa njia ya picha.

Vifaa vinavyohitajika:

- Picha mbalimbali
- Penseli
- Kalamu
- daftari
-

Maagizo ya Somo:

- Katika kipindi hiki mwanafunzi ataendelea kujikumbusha msamiati wa vifaa vinavyopatikana nyumbani kwa upana zaidi.
- Tazama na usome mifano ifuatayo kisha uilinganishe na majina yake.



















Chumba cha malazi. Maegesho ya magari. Karo. Jikoni. Sebuleni. Balbu. Rafu. Fremu ya malango. Kochi.

Nyumbani.

Soma Ufahamu huu kwa makini kisha uyajibu maswali yanayofuata.



Wakati wa likizo ya Disemba tuliwapata wageni nyumbani kwetu. Wageni wetu walikuwa ni jamaa zetu walioishi jijini. Ilikuwa familia ya mjomba wangu ambaye ni kaka ya mama. Familia yake ni ya watu watano kwa jumla. Safari yao iliwachukua saa tisa kwa kuwa wanakaoishi ni mbali. Tuliwakaribisha nyumbani kwa furaha na **bashasha** nyingi. Wageni wetu walipokewa kwenye lango kuu au **geti**. Siku hiyo tulikuwa tumeingoja kwa hamu kubwa. Hatukuwa tumewaona kwa muda mrefu. Mimi binafsi nilitamani sana kucheza na kujumuika na **binamu** zangu.

Sehemu waliotangulia kuingia ni **sebuleni**. Huku ndiko ambako wageni wote wanakaribishiwa. Sebule yetu ina **makochi** mazuri sana ya kujipumzisha. Kwenye makochi kuna mito ya kukalia iitwayo **matakia**. Kando ya makochi kuna meza maridadi ya

kuwekelea vifaa mabalimbali pale nyumbani. Wageni wetu walifurahishwa na **zulia** ya kupendezwa iliyotandazwa sakafuni. Madirisha nayo yalikuwa yamepambwa kwa **mapazia** ya rangi ya samawati. Kilichomvutia zaidi mjomba ni picha zilizotundikwa ukutani. Picha hizi ni za familia yetu. Vitabu vyote huwa vimehifadhiwa kwenye **rafu** ili kuiweka nyumba yetu ikiwa **nadhifu**.

Kando na sebule,kuna vyumba vingine kama vile **bafu** au **hamamu,mekoni** na vyumba vya kulala. Bafu hutumika wakati wa kuoga. Vyumba vya kulala huwa na vyandarua vya kuzuia mbu watu wanapolala. Kila chumba huwa na **globu** inayoleta mwangaza pale chumbani. Wageni wetu walipewa vyumba viwili ambavyo vilikuwa vimetayarishwa na mama.



Baadaye tulijumuika na wageni wetu kufurahia chakula cha mchana. Kilikuwa ni chakula kitamu kama asali. Sisi watoto tulikumbushwa umuhimu wa kuwa na adabu wakati wote na kuwaheshimu watu wote. Mjomba naye akatuelezea umuhimu wa kuwa safi kila wakati. Usafi wa mwili ni muhimu katika afya ya mwanadamu. Lazima tuoge kila siku,tupige mswaki na kuyasafisha mazingira yetu

pia. Kabla ya kuondoka mezani mama alituambia tumsaidie kukusanya vyombo vilivyotumika. Vyombo vyote vichafu tulivipeleka kwenye **karo** ili tuvioshe. Kazi nyingine tulizosaidia kufanya pale nyumbani ni **kupiga deki**,kufagia,kufua nguo na kuwatunza mifugo. Kwa kweli,binamu zangu walifurahia kukaa nyumbani kwetu.

Baada ya majuma matatu, wageni wetu walirejea nyumbani kwao wakiwa na furaha nyingi.

Maswali.

1. Mahali maalum wanakoishi watu ni? _____
2. Hivi vyote ni vyumba mbalimbali katika nyumba ispokuwa?
A. Hamamu B. mekoni C. mezani. D. sebule.
3. Taja vitu vitatu ambavyo hupatikana sebuleni. _____, _____ na _____
4. Ukihisi njaa utatembelea chumba gani nyumbani? _____

5. Je, ni mambo gani mwandishi alisaidia kuyafanya nyumbani kwao?

6. Eleza mambo manne ambayo unaweza kusaidia kutekeleza pale nyumbani ili kupaboresha.

7. Mwandishi anaposema kupiga deki ana maana gani? _____

8. Heshima inafaa kwa(kila mtu, wazazi pekee, wakubwa tu, walimu pekee)

Thursday, 2 April

Muda: Dakika 45

Lengo la Somo:

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

Vifaa Vinavyohitajika:

- [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.

Zoezi. Andika kifungu hiki kwa kukipiga chapa kwa kutumia tarakilishi. Jaza nafasi zilizoachwa wazi kwa kutumia maneno yanayokurejelea wewe.

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.



**Monday, 30 March
CRE**

Time: 45 mins

Materials Required:

- A piece of paper
- Pen

Learning Goal: By the end of the session the students should be able to:

- Demonstrate ability to make the right choices.
- Demonstrate an understanding of the effect of their choices on others.

Instructions for Learning: Let the guardian or a parent read the following to their child:

- *We all make choices in our day to day activities.*
- *Although they may seem like a small thing to us, whatever choices we make can hurt others including friends and family members or even us.*
- *We should always think carefully of the impact our choices will have both on us and others.*
- *When we make good choices, then we follow God's commands and we will have better experiences.*
- *After reading the above lound engage your child in the following discussion:*

What good choice have you ever made?

Why do you think it was a good choice?

What were the results of those choices?

Listen to your child's responses. Do not get amused with some responses; it is part of learning and being vulnerable. After the discussion give your child the poem to recite

I Am (Name)*

1st Stanza

I am (two special characteristics that you have).

I wonder (something that you are curious about).

I hear (an imaginary sound).

I see (an imaginary sight)

I want (a desire/ wish).

I am (the first line of the poem repeated).

2nd Stanza

I pretend (something that you often pretend to do).

I feel (a feeling about something imaginary).

I touch (an imaginary touch).

I worry (something that really bothers you)

I cry (something that makes you very sad at times).

I am (the first line of the poem repeated).

3rd Stanza

I understand (something that you know is true).

I say (something that you believe in).
 I dream (something that you dream about).
 I try (something that you make an effort about).
 I hope (something that you hope for).
 I am (the first line of the poem repeated)

**Tuesday, 31 March
CRE**

Time: 45 minutes

Materials Required:

- A piece of paper
- Pen

Learning Goal: By the end of the session the students should be able to:

- Demonstrate ability to make the right choices.
- Demonstrate an understanding of the effect of their choices on others.

Instructions for Learning:

- During the first 25 minutes let your child continue filling in the parts of the poem and practice. During the last 20 minutes he/she can recite the complete poem to the family. If there will be no time to do this give the child an opportunity to recite when all members are around. Take a video and send it to the homeroom teacher.

**Wednesday, 1 April
Science**

Time: 45 minutes

Materials Required:

- [Animal Protection video](#)

Learning Goal:
 Explain why it is important that we care for and protect animals.

Instructions for Learning: Write down some ways that we take care of and protect animals in our community?
 Watch the video on [animal protection](#)
 After watching the video write down ways you can take care of your pet at home.

**Thursday, 2 April
Science**

Time: 45 hrs

Materials Required:

- [Animal protection video](#)

Learning Goal:
 Explain why it is important that we care for and protect animals.

Instructions for Learning:

Yesterday you watched a video on how to protect a pet. Today you will watch another video on how to protect wild animals. After watching the video, write at least five ways we can protect wildlife.

Friday, 3 April

Social Studies

Time: 45 minutes

Learning Goal: Students will discuss various Games and Sports, Ceremonies and Festivals practiced in different communities.

Materials Required:

- Markers or crayons (enough for each group incase students wish to draw)

Instructions for Learning:

Before we start the session let us distinguish between a ceremony and a festival.

- **Ceremony** is a ritual with religious significance.
- **Festival** is an event or community gathering, which centers on some theme, or some unique aspect of the community.

Activity:

- Name one ceremony that your community celebrates.....
- Create an educational poster to illustrate this ceremony.

Movement Activities

Monday, 30 March

Time: 45 minutes

Materials Required:

- Jumprope
- Ball

Learning Goal:

- recognise the link between their increased heart rate and increased exercise intensity
- explain the purpose of doing cardiovascular activities and give some examples of these activities

Instructions for Learning:

Warm up exercise:

- A warm-up for light physical activity will take around 10 minutes and involve light aerobic activity and some dynamic stretching movements appropriate for the activity you're about to perform.
- Choose from the following activities:
 - fast-paced walking
 - walking up and down stairs
 - fast-paced side stepping
 - jogging on the spot
 - arm swings
 - lunges
 - squats

Activities:

- Bear Crawl across the yard



- 10 Ballerina Plies

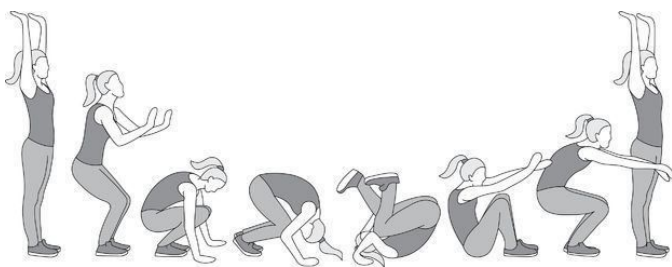


- Crab Walk back across the yard

Crab Walk



- Side to Side Hops over a line (1 minute)
- Underhand Ball Toss (1 minute)
- Jump Rope (1 minute)
- 5 Somersaults



Cool down:

- Do the following activities:
 - taking a nice walk afterwards
 - Stretch your legs: This includes all the classics like pulling your leg up behind you to stretch your hamstring or trying to touch your toes.
 - Crossing your arm across your body and stretching is a good one. Placing your hand on your back can help stretch the back of your arms as well.
 - Get on your hands and knees. Then arch your back like a cat followed by bowing it out like the letter C. This helps both your core and your back.

Tuesday, 31 March

Time: 45 minutes

Materials Required:

-

Learning Goal:

- recognise the link between their increased heart rate and increased exercise intensity
- explain the purpose of doing cardiovascular activities and give some benefits of these activities

Instructions for Learning:

Warm up exercise:

- A warm-up for light physical activity will take around 10 minutes and involve light aerobic activity and some dynamic stretching movements appropriate for the activity you're about to perform.
- Choose from the following activities:
 - fast-paced walking
 - walking up and down stairs
 - fast-paced side stepping
 - jogging on the spot
 - arm swings
 - lunges
 - squats

Activities:

Perform each of these activities for 30 seconds. Repeat the exercises at least 3 times.

- Planks
 - How to:
 - Rest the forearms on the ground.
 - Keep the arms parallel to the body at a shoulder-width distance.
 - Look at a spot on the floor to have the spine and neck neutralized.
 - Keep the head in line with the back.
 - Slightly lift the legs and the core a little upwards with the tip of the toes on the ground and hold it.
 - The weight of the body will be distributed between the forearms and toes.
 - Retain it for as long as it is comfortable.



- Push-ups

- How to:

- Lie face-down on the floor. The weight of the body will be on the chest.
- The hands are to be palms-down on the floor.
- Raise the body using the arms, with weight supported by the hands and the balls of the feet.
- Go down by lowering the torso on the ground, as the elbows make a 90° angle.
- Keep the head facing ahead, and the body straight through the exercise.
- Breathe in as you move down and breathe out while rising.
- The push strength should come from the chest and the shoulders together.
- Repeat this lowering and lifting steadily, if you are comfortable.



- Crunches:

- How to

- Lie flat on the floor with feet hip-width apart.
- Keep the knees bent.
- Interlace the hands behind the head, with the thumbs behind the ears.
- Tilt the chin slightly up.
- Start pulling the abdomen inwards gently.
- Curl up by lifting the neck, head, and shoulder blades off the ground.
- Hold the posture for a moment and lower the body to the ground, slowly.



- Lunges

- How to

- Stand with feet hip-width apart and keep the back straight.
- Look straight onto a wall, as that helps in balancing.

- Move the right leg forward and lean the body ahead — 70% of the bodyweight will now be on the front foot. Make sure that the upper body and the back are still straight.
- Lower the body until the right knee makes a 90° angle. Keep the back straight.
- The lower leg must be parallel to the ground, and the thighs perpendicular.
- Use the right foot to push upward and return to the 90° position.
- Repeat this forward lunge with the other leg



Cool down:

Tree in the Wind

- Stand with both arms overhead, feet placed wide apart, and knees slightly bent.
- Gently wave arms from side to side and forward like a tree in the wind.

Slow Leak

- Stand, arms circled over their heads, pretending to be a great big balloon.
- Pretend there is a hole in the balloon and the air is slowly leaking out.
- Move slowly downward to the floor, until the balloon has no more air.

Digging in Your Heels

- Stand with one foot forward, pressing heel into the floor and raising toes up.
- Continue this movement while alternating feet, swinging arms in a strolling movement.

Reflect:

- What is the benefit of each of these exercises?
 - Plank:
 - It eliminates back pain

- Gives a toned belly
- Improves posture and balance
- Enhances muscle flexibility
- Push-ups:
 - Good for the cardiovascular system
 - Prevents lower back injuries
 - Improves posture
 - Good for working out all the body muscles
- Crunches:
 - Builds the core strength
 - Increases the flexibility of the torso
 - Works out all the abdominal muscles
- Lunges:
 - Strengthens the legs and hips
 - Great for the core strength
 - Improves flexibility
 - Enhances body symmetry
 - Good for spinal health

Wednesday, 1 April

Time: 45 minutes

Materials Required:

- Tape

Learning Goal:

- recognise the link between their increased heart rate and increased exercise intensity

Instructions for Learning:

Warm up exercise:

TOUCH YOUR TOES

- While standing, spread legs shoulder's width apart and touch your toes, keeping legs straight. Hold stretch for twenty seconds. Repeat.

ANKLE STRETCH

- Place one foot forward, slightly off of the ground, and roll the ankle in a circular motion. Switch direction. Repeat with the other foot.

BUTTERFLY STRETCH

- Sit on the ground and make a diamond shape by putting both soles together. Press feet together with hands. Try to make knees touch the ground. Hold for thirty seconds. Supplement by leaning forward and trying to touch nose to feet.



Activities:

Tape Lines: Make 5–10 separate lines of tape, each about a meter apart, on your floor or carpet. Label the first one the “start” line and then give your kids simple instructions:

- **Long Jump:** See how many lines they can jump over. Have them try and beat their best score each time. Experiment with arm swinging vs. arms behind their backs.
- **Run ‘n’ Jump:** Now let them take a running start and see if they can jump even further!
- **Long Jump Backwards:** Increase the difficulty by performing the tasks jumping backwards.
- **Hop:** How far can they jump on one leg?
- **Reach ‘n’ Stretch:** How far can their leg reach with one foot on the “start” line?

Cool down:

- **DON’T ‘SKIP’ THIS:** Skip for a designated distance, gradually reducing the skipping speed and length until skipping slowly in one place. Reduce to a march, then to a walk in place.
- **SKY HIGH:** Reach up and touch the sky for 20 seconds. Now, reach down and touch your toes for 20 seconds. Repeat until cool.

Thursday, 2 April	
Time: 45 minutes	Materials Required: ●
Learning Goal: <ul style="list-style-type: none"> ● recognise the link between their increased heart rate and increased exercise intensity ● explain the purpose of doing cardiovascular activities and give 	

Instructions for Learning:

Warm up exercise:

PIKE STRETCH

- Sit on the ground with both legs together, straight in front. Grab toes and try to touch chest to legs. Hold stretch for thirty seconds.

MARCHING/RUNNING IN PLACE

- Stand in place, raising your knees in a marching motion, 10 - 20 times. Start slowly and then increase to a running pace.

JUMPING JACKS

- Approximately 20 times to get the heart rate up!

Activities:

- **Burpee**

- One of the most effective full-body exercises around, this one starts in a low squat position with your hands on the floor. Next, kick your feet back to a push-up position.
- Complete one push-up, then immediately return your feet to the squat position. Leap up as high as possible before squatting and moving back into the push-up portion of the show.

- **Wall sit**

- Who needs a chair when there's a wall?
- Slowly slide your back down a wall until your thighs are parallel to the floor. Make sure your knees are directly above your ankles and keep back straight. Go for 60 seconds per set (or however long it takes to turn those legs to jelly).

- **Single-leg deadlift**

- Start in a standing position with feet together. Lift right leg slightly. Lower arms and torso while raising your right leg behind you. Keep your left knee slightly bent and reach your arms as close to the floor as possible. Raise torso while lowering right leg. Switch legs.

- **Donkey kick**

- It's time to embrace that wild side. Start in a push-up position with your legs together. Tighten core and kick both legs into the air with knees bent, reaching feet back toward glutes. Try to land gently when returning to the starting position.

Cool down:

BUTTERFLY STRETCH:

- Sit on the ground with knees bent and feet touching (legs look like butterfly wings). Slowly flap wings 15 times. Rest, then repeat until cool.

CLIMB THE LADDER:

- Pretend to be climbing a really tall ladder. Stretch out arms and knees. Do this for 30 seconds. Rest, then repeat until cool.

TOUCH YOUR TOES:

- Sit with legs outstretched, shoulder-width or more apart. Lean forward and try to touch toes, one leg at a time. Hold for 30 seconds. Repeat until cool.

Friday, 3 April

Time: 45 minutes

Materials Required:

- Paper

Learning Goal:

- recognise the link between their increased heart rate and increased exercise intensity
- explain the purpose of doing cardiovascular activities and give some examples of these activities

Instructions for Learning:

Warm up exercise:

QUADRICEPS STRETCH

- Stand on one leg and firmly grab the foot on the other leg behind you, pull towards the body. Hold the stretch for twenty seconds. Switch and stretch the other quad.

CALF STRETCH

- Put hands and feet on the ground in a pushup position. Align body in a V position. Legs are straight, weight on toes. Alternate lowering heels to the ground. Hold for five seconds.

SIDE TWISTS

- With your feet at shoulder width, arms to the side and parallel with the ground, stretch as you rotate from left to right.

Activities:

- Students will move a sheet a paper in a series of movements:
- Sample Movements:
 1. Holding paper with both hands
 2. Move overhead from side to side. Repeat several times
 3. Move up and back to top head twice, then to chest and forward twice and chest and down twice. Repeat sequence
 4. Circle paper around to right twice
 5. Circle paper around to left twice
 6. Place paper in face up position of palm and slap into palm of other hand. Repeat sequence

several times.

7. Place paper between both palms and move it between both hands in a circle either forward or backward.

8. Place paper in one hand and crumple, then un-crumple with one hand. Repeat with other hand.

- Repeat these steps 4 times
- **Extension activity - Obstacle course:** Make a simple obstacle course. Use the moves above to Ideas include zigzagging between imaginary cones, hopping over imaginary lines, etc.

Cool down:

- **COOL DANCE:** Slow-motion dance for 30 seconds, then rest. Repeat until cool.

🚀 Exploration Activities

Monday, 30 March

Time: 45 mins

Learning Goal: Students will

- Reflect on our “joy of learning” culture principle
- Build connections between their interests and topics they are learning about at school.

Materials Required:

- Pen
- Optional: digital device to watch video

Preparation Notes

- Optional: Watch [Video: Curiosity](https://vimeo.com/243681698) (<https://vimeo.com/243681698>) before the lesson
- Review the facilitator's script and culture principle before the lesson

Instructions for Learning:

In today’s lesson, we are going to explore ways we can embody 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.

For this lesson, we are going to focus on curiosity. *Albert Einstein once said, “I have no special talent. I am only passionately curious.”*

Pulse Check

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

- *“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.”*

Now think of that moment and describe or discuss it below:

Now, we are going to complete an activity to help us make connections between what we have learnt and our interests.

Here is an example from a student:

BUILD CONNECTIONS

Annotated Exemplar: Math

Connect school topics to personal interests in your daily life.

① What are your interests, hobbies, and personal goals?

Basketball
 Video Games
 Texting
 Hang out with team
 Dogs
 Sneakers
 Basketball Scholarship
 Design my own shoes
 Be in a video game

Complete/robust range of interests

② What topics have you learned about in class recently?

Topic + details
 Functions describe relationships b/w quantities
 Inverse - one decreases as other increases
Defines key terms
 Example: Higher altitude -> lower temperature
 Linear - both variables increase at constant rate
Shows understanding of selected content
Includes content vocabulary

③ Brainstorm connections. Draw lines between any interests in column ① and topics in column ② that you think are connected.

④ Develop a connection by filling in this sentence:

Video games and linear functions
interest from ① and topic from ②
 are connected because I can use a function to decide if I should rent a video game (linear function) or buy it (fixed cost) based on how much I will use it.
Describes connection clearly & precisely

⑤ Think more about your connection by filling in this sentence:

Linear functions could be important to
topic from ②
 my life because I can use them to compare different options in the future, like buying or paying a monthly fee for my phone.
Importance is personal & actionable

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9

Here are a script for your guardian to take you through the process of building connections between your interests and topics from class:

1. First, we'll brainstorm things that are important and interesting to you. List them in section (1). Think about what you do for fun, what you like to learn about, or what you want to do in the future.
2. Now we're going to think about the things you've learned in this past week. In section (2), list major topics you remember. Include specific vocabulary and details.

3. Next we'll think about POSSIBLE connections. This section can be challenging at first, so be patient. Looking at columns (1) and (2), think about how parts of your life in the first section might connect to the content in the second section. Draw a line when you think of a possible connection and try to think of more.
4. Review the connections you brainstormed and pick one that feels significant to you. Summarize it in section (4). The more specific you can be, the better.
5. Now, think more about your connection and how it's important to you. It could be important now or in the future. In section (5), summarize why it's important.
6. Now we're going to share our connections with each other. This is a chance to learn about each other and think more about the content we're learning.

Fill in your response in the worksheet provided below:

BUILD CONNECTIONS

Name _____

Connect school topics to personal interests in your daily life.

① What are your interests, hobbies, and personal goals?

② What topics have you learned about in class recently?

③ Brainstorm connections. Draw lines between any interests in column ① and topics in column ② that you think are connected.

④ Develop a connection by filling in this sentence:

_____ *interest from ①* and _____ *topic from ②*

are connected because _____

⑤ Think more about your connection by filling in this sentence:

_____ *topic from ②* could be important to

my life because _____

Tuesday, 31 March

Time: 45 mins

Learning Goal: Students will

- Reflect on the “high expectations” culture principle
- Reflect on a time when they succeeded and the steps they took to succeed, and also a time when they failed and what they learned from that

Materials Required:

- Pen
- Optional: digital device to watch video

Instructions for Learning:

Today, we are going to explore the “high expectations” culture principle. Let’s read it again to remind ourselves what we mean by it:



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.

Pulse Check

Reflect on how you have engaged with the world this past week. How many of these statements ring true 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.”*

Two Stories Activity [15 mins]

In this writing activity, you reflect on a time when you succeeded and the steps you took to succeed, and also a time when you failed and what you learned from that.

Let’s first look at a student example, make notes on the side about what you notice (like the red text):

Two Stories

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EXAMPLE

1 Everyone occasionally experiences failures. Think about a time you feel you *failed* at something. For example, you might write about a time you lost in a competition or didn't attain a goal that was important to you.

How did the failure happen? Include as many details as you can.

Does not have to be failing grade → Last year, I ran for student government but didn't win. I wanted to be class secretary but so did Mariah. We both campaigned but she won. I worked hard to make posters and campaign but it just didn't work.

Gives details about story →

Describe at least one way in which this failure changed you for the better.

Clear positive outcome → I met a lot of new kids in my grade who I didn't really know. I was really upset when I lost but I am still proud of myself for running because it was brave.

States impact on them →

2 Think about a time you *succeeded* at something important to you. This success can be from any area of your life: school, extracurricular activities, hobbies, or personal relationships, for example.

How did the success happen? Include as many details as you can.

I got an A+ on my project about ancient Egypt. I made a diorama and a poster and a website about my topic of mummies. I read so much about them. I was happy that my work got me the A+.

Details about story →

What steps did you take to make this success a reality?

- Read all the books my teacher recommended *Specific steps, not just "worked hard"*
- Watched videos online
- Asked my mom for help *Different kinds of steps*
- Redid my poster when paint spilled
- Typed all the things I learned on my webpage.
- Asked for feedback

Now try it for yourself. Think about two stories: one about a time you felt like you failed at something and another about a time you succeeded at something important to you.

Two Stories



1 Everyone occasionally experiences failures. Think about a time you feel you *failed* at something. For example, you might write about a time you lost in a competition or didn't attain a goal that was important to you.

How did the failure happen? Include as many details as you can.

Describe at least one way in which this failure changed you for the better.

2 Think about a time you *succeeded* at something important to you. This success can be from any area of your life: school, extracurricular activities, hobbies, or personal relationships, for example.

How did the success happen? Include as many details as you can.

What steps did you take to make this success a reality?

Discuss What were some differences between the two stories you wrote? What do you notice? How do you think this activity can help you keep a “high expectations” mindset at home and school?

Wednesday, 1 April

Time: 45 mins

Learning Goal: Students will

- Reflect on the “always growing” culture principle
- Learn how to use the WOOP tool

Materials Required:

- Pen
- Optional: digital device to watch video

Preparation Notes:

- Optional: Watch a [short video](https://vimeo.com/236435492) (<https://vimeo.com/236435492>) on the WOOP tool before the lesson
- Read through the culture principle

Instructions for Learning:

In today’s lesson, we are going to explore ways we can embody 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

Think about how your day is going. How many of these statements are true for you?

- *“I got to work right away, rather than procrastinating.”*
- *“Instead of getting distracted while working, I stayed focused.”*
- *“Because I planned ahead, I was prepared for what I needed to do.”*
- *“I didn’t do things I knew I’d later regret.”*

WOOP Activity [10 mins]

Read Introduction

Today, we are going to learn a simple skill which can help you keep moving forward as we seek out difficult challenges called WOOP.

WOOP is a practical, accessible, evidence-based activity that helps students find and fulfil their wishes. In character development terms, WOOP builds self-control.

WOOP is named for each step in the process: identifying your Wish, imagining the Outcome, anticipating the Obstacle, and developing a specific Plan.

More than 20 years of research shows that WOOP improves students' effort, attendance, homework completion, and academic grades.

Watch Animation (Optional)

Watch the [video](#) on the WOOP tool. According to the video, what do the 4 letters stand for?

W: _____

O: _____

O: _____

P: _____

Student WOOP Example:

Let's first look at a student example, make notes on the side about what you notice (like the red text):

WOOP

EXAMPLE


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WOOP helps people do the things they really want to do.

W	<p style="font-weight: bold; font-size: 0.8em;">WISH</p> <p style="font-size: 0.7em;">What is an important wish that you want to accomplish? Your wish should be challenging but feasible.</p>	<p style="font-size: 0.8em;">My wish:</p> <p style="font-size: 1.2em; font-family: cursive;">Get an A on my biology quiz</p>	<p><i>Specific; requires self-control; can be accomplished in time frame</i></p>
O	<p style="font-weight: bold; font-size: 0.8em;">OUTCOME</p> <p style="font-size: 0.7em;">What will be the best result from accomplishing your wish? How will you feel? Pause and really imagine the outcome.</p>	<p style="font-size: 0.8em;">Best outcome:</p> <p style="font-size: 1.2em; font-family: cursive;">I'll feel proud</p>	<p><i>Fulfilling and motivating; clearly visualized; reduced to most crucial aspects</i></p>
O	<p style="font-weight: bold; font-size: 0.8em;">OBSTACLE</p> <p style="font-size: 0.7em;">What is the main obstacle inside you that might prevent you from accomplishing your wish? Pause and really imagine the obstacle.</p>	<p style="font-size: 0.8em;">My obstacle:</p> <p style="font-size: 1.2em; font-family: cursive;">I procrastinate</p>	<p><i>Inner obstacle, not outside barrier; clearly visualized; reduced to most crucial aspects</i></p>
P	<p style="font-weight: bold; font-size: 0.8em;">PLAN</p> <p style="font-size: 0.7em;">What's an effective action to tackle the obstacle? Make a when-then plan.</p>	<p style="font-size: 0.8em;">When:</p> <p style="font-size: 1.2em; font-family: cursive;">I finish dinner</p> <p style="font-size: 0.8em;">Then I will: (my action)</p> <p style="font-size: 1.2em; font-family: cursive;">Make 5 flash cards</p>	<p><i>Observable action rather than internal decision</i></p> <p><i>Student has all resources/skills needed to implement plan</i></p>

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Student Activity

When you're ready to WOOP, try saying something like this to your student:

“WOOP is a strategy that will help you gain insight into your daily life and fulfill your wishes. Relax while I guide you through WOOP. The next few minutes are just for you.”

1. **“WISH:** Write a wish that is important to you. The wish should be difficult but achievable. State it briefly.”
2. **“OUTCOME:** How will it feel when you accomplish this? Close your eyes and really imagine it.”
3. **“OBSTACLE:** What is an internal obstacle? This must be something that you have control over. Close your eyes and imagine your obstacle.”
4. **“PLAN:** What is your specific plan? What is the exact thing you will do? This plan should be easy to remember.”

“We just completed WOOP. We’ll check in on (date, time) again. WOOP is most helpful when it becomes a habit, so we’ll practice WOOP more and you’ll find it easier each time.”

WOOP

Name _____

WOOP helps people do the things they really want to do.

W	<p>WISH</p> <p>What is an important wish that you want to accomplish? Your wish should be challenging but feasible.</p>	<p>My wish:</p> <p>_____</p>
O	<p>OUTCOME</p> <p>What will be the best result from accomplishing your wish? How will you feel? Pause and really imagine the outcome.</p>	<p>Best outcome:</p> <p>_____</p>
O	<p>OBSTACLE</p> <p>What is the main obstacle inside you that might prevent you from accomplishing your wish? Pause and really imagine the obstacle.</p>	<p>My obstacle:</p> <p>_____</p>
P	<p>PLAN</p> <p>What’s an effective action to tackle the obstacle? Make a when-then plan.</p>	<p>When:</p> <p>_____</p> <p>Then I will: (my action)</p> <p>_____</p>

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4

Discuss how do you think the WOOP tool can help you keep an “always growing” mindset at home and school?

Thursday, 2 April

Time: 45 mins

Materials Required:

- Pen

Learning Goal:

- Reflect on the “servant leadership” culture principle
- List three things that went well for them and describe why they went well

Instructions for Learning:



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.

Pulse Check

Think about how your day is going. How many of these things are true for you?

- “I said “thank you” to someone.”
- “I did something nice to show my appreciation.”
- “I can list lots of people and things that I’m lucky to have in my life.”
- “I noticed when someone helped me.”
- “I felt a sense of thankfulness.”

Three Good Things Activity [10 mins]

In this daily reflection, you list three things that went well for you, and why they went well.

Let’s first look at a student example, make notes on the side about what you notice (like the red text):

DATE	1 appreciating people you love and what they do for you	2 appreciating the kindness of strangers	3 something in the world you appreciate
Mon 6/16	I had breakfast with Mom. She wakes up early just to see me before I leave for school.	I almost left my backpack on the bus, and someone reminded me before I got off.	It was sunny yesterday. I really enjoyed walking home.

Now try one “Three Good Things” entry for yourself. At the end of each day, write down three things that went well for you and why they went well.

♥ GRATITUDE PLAYBOOK

NAME: _____

Three Good Things

Character LAB

At the end of each day, write down three things that went well for you and why they went well.

DATE	1	2	3

Friday, 3 April

Time: 45 mins

Learning Goal: Students will

- Reflect on the “greater together” culture principle
- Write a letter to a person who has influenced their life in a positive way

Materials Required:

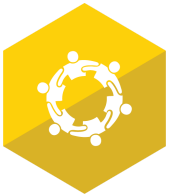
- Pen

Preparation Notes

- Read gratitude letter before the lesson

Instructions for Learning:

Today, we are going to dig deeper into the “greater together” culture principle. Let’s read first what it is again to remind us:



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.”*

Gratitude Letter [15 mins]

Write a letter to a person who has influenced you life in a positive way. This could be a teacher, relative, mentor, or coach. If you can, read your letter aloud to the person you chose.

Let’s first look at a student example, make notes on the side about what you notice (like the **red** text):

Gratitude Letter

CharacterLAB
EXAMPLE

Dear Coach Brownfield, _____

I wanted to thank you for everything you've done for me this year. I've had a lot going on at home and my classes have been really challenging. But you have been so kind and understanding during all of my hardest moments. *States impact on author* *Points to positive impact on others*

I know you have a lot of kids who come to you and talk to you about issues they are facing because you are good at listening and helping them figure out what to do. And I know you have a lot to do as a coach and a teacher. But every time I came to talk to you or just needed a smile and a joke, you made the time for it. When I was in class and you could tell I was down, you checked on me before you went into helping me do the work. *Specific memories*

There have been some days this year when I didn't want to deal with anyone and didn't want to come to school at all. But I knew you would want me to try my hardest and get to class if I could. Knowing there was someone as kind as you at school made it easier to get on the bus on those days. *Directly names how life changed for the better*

Allen S.

Discuss How do you feel after reading the letter?

