



NOVA PIONEER

SCHOOLS FOR INNOVATORS & LEADERS

At-Home Learning Pack
Term 1 2020

Week of: March 30 to 3 April

Grade: 5

Recommended Schedule for



Monday 30 March

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	English & Writer's Workshop	Start a blog	https://supertomblog.wordpress.com/about/
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Times tables and factors	N/A
10:15 - 10:30	Break		
10:30 - 11:15	Kiswahili	Sarufi: Ngeli Ngeli ya U-I	N/A
11:15 - 11:30	Break		
11:30 - 12:15	Science, Social Studies, CRE	CRE: New Life in Christ	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 Explainer: 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	Write an 'About Me' entry	https://supertomblog.wordpress.com/about/
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Times tables and multiples	N/A
10:15 - 10:30	Break		
10:30 - 11:15	Kiswahili (KE)	Kusoma: Ufahamu Korosheni Mvivu	N/A
11:15 - 11:30	Break		
11:30 - 12:15	Science, Social Studies, CRE	CRE: Covenants	The Book of Exodus video
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 'how-to' blog	http://majorloveoffilm.blogspot.com/
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Division by a single digit number	N/A
10:15 - 10:30	Break		
10:30 - 11:15	Kiswahili	Msamiati: Mimea	Video_ matunda https://www.youtube.com/watch?v=J3oI3yihkNw
11:15 - 11:30	Break		
11:30 - 12:15	Science, Social Studies, CRE	Science: Balanced Diets	N/A
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	Students will write a product review	https://childtasticbooks.wordpress.com/about/
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Division by a two digit number	N/A
10:15 - 10:30	Break		
10:30 - 11:15	Kiswahili	Kusikiliza Hadithi	Video Hadithi ya Sinbad.
11:15 - 11:30	Break		
11:30 - 12:15	Science, Social Studies, CRE	Science: Balanced Diets	N/A
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	Create a Youtube video	https://www.youtube.com/watch?v=aXBizNePHlo
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Problem solving	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: Language Group in Kenya	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	Movement	Paper Movement	N/A
1:45 - 2:30	Exploration	Culture Moment: Greater Together	N/A

Literacy & Writer's Workshop Activities

Monday, 30 March

Time: 60 min

Learning Goal:

Students will start a blog.

Materials Required:

- Notebook
- Optional: colouring pencils, koki pens etc
- Optional: old photographs

Instructions for Learning:

Blogs and tweets are a popular, modern form of journal writing. This term, you read some blogs and tweets written by astronauts.

Most bloggers are experts in a particular area. They write articles based on their experience. They write blogs to share their experience and knowledge with others. You have experience and knowledge that is valuable too!

This week, you will practice writing blog entries.

Meet Tom!

Tom is a famous child blogger. He calls himself Super Tom on his blog! Super Tom is 6 years old, and enjoys blogging about places he visits with his family, in order to share his experiences with others.

Many people start their blogs by telling readers what their blog is about.

Read how Tom introduces his blog.

the adventures of super tom

all the things I like and do

Search: Go

About my blog!



Hello. I'm Tom and I am nearly seven years old and this is my blog. Welcome!

I am going to use it to tell you what I've been doing and where I have been with my friends and family.

I think it will be fun and will be a good way of learning spellings and telling you about things that you might enjoy too.

I hope you enjoying reading it!

You can find out more about me [here](#).

From, Tom

[about my blog!](#)

[about super tom](#)

[contact](#)

recent posts

- Half term DVD review – Transformers Prime: Season One
- My visit to the National Gallery
- Movie review: The Jungle Bunch
- Have you missed me?
- Testing out a windmill kit
- Top 5 things to do in the garden
- Fruit Shoot pencils

Now, do the following:

- Choose a topic (or topics) you are interested in to blog about. For example: sports, music, gaming, animals, fashion and beauty, nutrition, cooking, baking, movies etc.
- Write your first blog entry! This will be a description of what your blog is about.
- Be creative. You can make your blog look like an online blog page. Draw pictures, use different colors, paste in a photograph etc.

You can explore Super Tom's blog further using this link:

<https://supertomblog.wordpress.com/about/>

Tuesday, 31 March

Time: 60 min

Learning Goal:

Students will write a self-introduction.

Materials Required:

- Notebook
- Pen/ pencil

Instructions for Learning:

After introducing their blog to readers, many bloggers then introduce themselves.

Read Tom's 'About Me' entry below:

About Super Tom

Hello. I am Tom and this is my blog. My mum types these words for me because I am not good at the computer yet. But everything here is my own words – I say it out loud and she has to type it all in!

I am so excited about having my own blog. I am nearly seven and I am in Year 2 at school. I wanted to start a blog because I really wanted lots of other people to look at what I've been doing and I wanted them to know about me. I am writing about things that I've been doing.

At school, I like learning because when I grow up I really want to be a teacher in the class I am in now. I also like sport to make me fit and healthy. I like red apples and bananas but my favourite fruit is melon. I like playing the Wii because there are lots of games that I can play on it. My favourite game is Skylanders and my friends like coming round to play it with me. I also like playing on my scooter over the road with my sister and friends.

My favourite cartoon is Spongebob Squarepants because I like Patrick doing silly things and SpongeBob doing silly things too. I like Squidward shouting at Spongebob and Patrick but they don't really listen and they don't really care that much. I like watching Deadly 60 because Steve Backshall shows us lots of different deadly animals. I like watching Trapped because it is a game where children have to escape the tower.

I am good at reading and writing because I am on yellow band and the bands are the second step of reading. I like writing stories and poems. Someday I might put a poem or story on this blog.

I hope you enjoy reading my messages.

Thank you for visiting The Adventures of Super Tom!

From Tom

Now, do the following:

- Write your second blog entry!
- Create an 'About Me' page, and introduce yourself to readers.
- Be creative. Draw or paste in pictures of you doing what you are blogging about. For example, a picture of you or your favourite player scoring a goal if you are blogging about soccer.

You can explore Super Tom's blog further using this link:

<https://supertomblog.wordpress.com/about/>

Wednesday, 1 April

Time: 60 minutes

Learning Goal:

Students will write a "How to Article".

Materials Required:

- Notebook
- Art materials (optional)

Instructions for Learning:

A “How to” article is a very common and popular type of blog entry. This is an article that explains how to do something to blog readers. Bloggers write about things they enjoy or are good at, therefore they use ‘how to’ articles to share their knowledge.

Here’s an example of a ‘How To’ article, written by Rache Morrison, an 8 year old blogger who writes about food, holidays, books and many other things. She writes blogs with the help of her Dad (Mike) and Mum (Emma).

Saturday, 3 May 2014

Lasagne and Garlic Bread

Today Dad and I made lasagne for ourselves, our friends and their three kids. We made two dishes which worked out as twelve large sized portions of lasagne.

We used:

1 pack of lasagne sheet	75p
1 jar of bolognese sauce	89p
1 jar of white sauce	89p
200g of grated cheddar	£1.00
500g of minced beef	£1.00
Onion	10p

Total £4.66

We also had:

Tear and share garlic bread	£1.00
Treacle Tart	£1.00
Tiramisu	£1.00
3litres of fruit juices	£2.00

Total £5.00

The entire meal cost less than £10 (pounds) for four adults and four children. That is phenomenal value especially when I tell you it tasted as good as any meal out there!

Well done Morrisons; you have surpassed yourself.



Now, do the following:

- Write your third blog entry!
- Write a 'How To' blog, teaching readers how to do something you are very good at.
- Remember to include pictures!

You can explore Rachel's blog further using this link:

<http://majorloveoffilm.blogspot.com/>

Thursday, 2 April

Time: 60 min

Learning Goal:

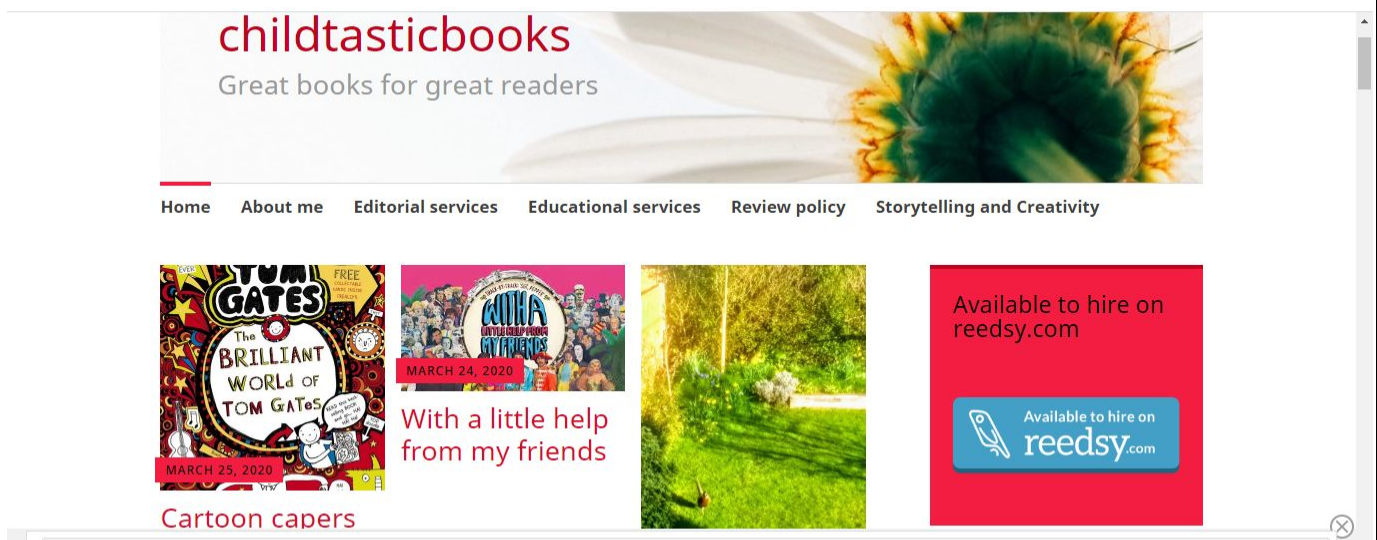
Students will write a review.

Materials Required:

- Notebook
- Art materials (optional)

Instructions for Learning:

Childtasticbooks is a blog which was started by a 9 year old girl, Holly, and her mother. They would read books together, and then each write a review of the book through the blog. Often they would have very different opinions of the same book!



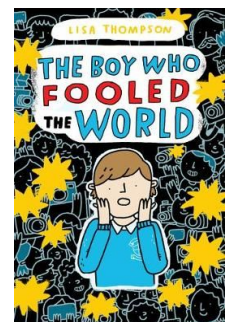
Bloggers often write reviews about things they have tried, because readers want to know their opinions.

Read one of Holly's reviews below.

Review: The Boy who Fooled the World

Today's review is of Lisa Thompson's newest book *The Boy Who Fooled the World*, illustrated by Mark Lowery, published by Scholastic.

Cole isn't like the other kids at school, who have all the latest gadgets and, despite wearing uniform and expensive trainers his family rely on his mother's wages to get by and, when she hears she will be losing her job at the town's museum, things look very bleak indeed. However, Fate comes knocking on Cole's door when a famous artist sells one of his paintings for a thousand pounds and the art world goes crazy for more of his stuff. For once Cole can command the respect of his peers and his family needn't worry about fixing the boiler or buying what they need. However, Cole soon harbours a guilty secret which, if discovered, will bring his new world crashing down.



Every time Lisa Thompson releases a new book I can't wait to read it. This book is no different, and I found myself feeling sorry for poor Cole, then worried, then dread-filled as the plot developed. Cole makes some poor decisions but he does so with understandable reasons so it's hard to judge him too harshly. I think that this is part of the point of the story – we can all imagine acting in the same, or at least a similar way. Cole is human, with faults, flaws and also qualities that show how complicated being 'normal' is.

This is a wonderful addition to Lisa Thompson's other stories.

Now, do the following:

- Write your fourth blog entry - a review!
- Share your opinion on something you have tried. You can write a review about a book, a recipe you have tried, a game, a movie, a tech gadget, a toy, a beauty product, sports equipment, a place you have visited ... etc.
- Remember to make your blog look creative.

You can explore the Childtasticbooks blog further using this link:

<https://childtasticbooks.wordpress.com/about/>

Friday, 3 April

Time: 60 min

Materials Required:

- Camera (cellphone or other)
- Any of the blogs written this week

Learning Goal:

Students will create a Youtube video

Instructions for Learning:

Many bloggers also create videos. Often a blogger will have a Youtube channel, through which they share their experience and knowledge with others by posting videos online.

Today, you will create a video to share your experience and knowledge on the topics you have blogged about this week:

- Choose your 'How-To' blog, or your review blog.
- Practice reading aloud the information you wrote down. Read clearly and with expression.
- Select props you can use in your video. For example, have the item you are reviewing in full view of the camera - or use props to explain things for a 'How-To' video.
- Once you have practiced and feel ready, ask an adult or older sibling to record you sharing your 'how-to' information or product review.

You can check out this book review video done by Logan, a child Youtuber:

<https://www.youtube.com/watch?v=aXBizNePHlo>

+Mathematics Activities

Monday, 30 March

Time: 60 minutes

Learning Goal:

The student will revise times tables and list or identify factors of a given number.

Materials Required:

- Worksheets provided
- Times tables
- pen/ pencil

Instructions for Learning:

- Practice of the 2, 3, 4, 5 and 10 times tables.
- Your child can complete the worksheet below, or she can write down the answers in an exercise book. Give her a time limit of 4 - 5 minutes, depending on the child's ability.

Find the product.

1. $4 \times 4 =$ _____ 2. $3 \times 2 =$ _____ 3. $4 \times 2 =$ _____

4. $3 \times 9 =$ _____ 5. $5 \times 4 =$ _____ 6. $2 \times 9 =$ _____

7. $4 \times 11 =$ _____ 8. $5 \times 12 =$ _____ 9. $5 \times 1 =$ _____

10. $2 \times 10 =$ _____ 11. $5 \times 2 =$ _____ 12. $4 \times 5 =$ _____

13. $2 \times 4 =$ _____ 14. $4 \times 6 =$ _____ 15. $3 \times 10 =$ _____

16. $5 \times 10 =$ _____ 17. $2 \times 12 =$ _____ 18. $4 \times 3 =$ _____

19. $2 \times 8 =$ _____ 20. $5 \times 3 =$ _____ 21. $5 \times 7 =$ _____

22. $3 \times 7 =$ _____ 23. $3 \times 8 =$ _____ 24. $3 \times 4 =$ _____

25. $5 \times 5 =$ _____ 26. $4 \times 1 =$ _____ 27. $5 \times 11 =$ _____

FACTORS

Remind your child about factors using the examples below.

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.



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.

Tuesday, 31 March

Time: 60 minutes

Materials Required:

- Worksheets provided
- Pen or pencil

Learning Goal:

The student will revise time tables and answer questions about multiples

Instructions for Learning:



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

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GREAT!SCHOOLS

Wednesday, 1 April

Time: 60 minutes

Materials Required:

- Pen or pencil and exercise book

Learning Goal:

The student will divide up to 3-digit numbers by a single digit.

Instructions for Learning:

- Your child may have been shown this method of division. This approach uses multiplication facts to find the answer.
- Work through the explanation with your child. This method avoids learning rules and not understanding “the dreaded long division”.

Example: $192 \div 8 = ?$

How do you find the answer to 192 divided by 8?

In other words, if we divide 192 things into 8 groups, how many will we have in each group?

Can you guess about how much it will be? Will it be more than 10?

Check: 8 groups of 10 is 80. We need more than 10 in each group.

8 groups of 20 is 160.

We can separate 192 into 160 and 32. Now it's easy!

$8 \times 20 = 160$ and $8 \times 4 = 32$,
so $8 \times 24 = 192$ and that means we can also say that $192 \div 8 = 24$.

Here is one way you can write down your working out:

Multiplication facts:

$8 \times 10 = 80$ \rightarrow too small
 $8 \times 20 = 160$ \rightarrow $192 - 160 = 32$
 $8 \times 4 = 32$

$192 \div 8 = 20 + 4 = 24$

Ask your child to answer these division questions using multiplication facts.

1. $132 \div 3$
2. $135 \div 5$
3. $246 \div 3$
4. $564 \div 2$
5. $152 \div 4$
6. $342 \div 3$
7. $532 \div 4$
8. $381 \div 3$
9. $608 \div 4$
10. $786 \div 6$

Answers:

Q1. 44 Q2. 27 Q3. 82 Q4. 282 Q5. 38
Q6. 114 Q7. 133 Q8. 127 Q9. 152 Q10. 131

Thursday, 2 April

Time: 60 minutes

Learning Goal:

The student will divide numbers by 2 digit numbers.

Materials Required:

- Pen or pencil and exercise book
- Calculator to check answers!

Instructions for Learning:

- Your child may have been shown this method of division. This approach uses multiplication facts to find the answer.
- Work through the explanation with your child. This method avoids learning rules and not understanding “the dreaded long division”.

Example 1: $552 \div 23$

What multiplication facts can we use about 23?

$23 \times 10 = 230$ \rightarrow too small
 $23 \times 20 = 460$ \rightarrow $552 - 460 = 92$
 $23 \times 2 = 46$ \rightarrow too small
 $23 \times 4 = 92$

$$552 \div 23 = 20 + 4 = 24$$

Example 2: $4\ 860 \div 23$

What multiplication facts can we use about 23?

$23 \times 10 = 230$ \rightarrow too small
 $23 \times 100 = 2\ 300$ \rightarrow too small
 $23 \times 200 = 4\ 600$ \rightarrow $4\ 860 - 4\ 600 = 260$

$23 \times 20 = 460$ \rightarrow $552 - 460 = 92$
 $23 \times 2 = 46$ \rightarrow too small
 $23 \times 4 = 92$

$$4\ 860 \div 23 = 200 + 20 + 4 = 224$$

Your child can try these questions, using multiplication facts.

1. $1125 \div 45$
2. $2860 \div 44$
3. $2808 \div 78$
4. $4628 \div 52$
5. $1792 \div 32$
6. $2903 \div 23$
7. $1068 \div 12$
8. $3318 \div 42$
9. $2279 \div 53$
10. $2116 \div 46$

Answers:

1. $45 \times 20 = 900$ $1125 - 900 = 225$ $45 \times 5 = 225$ $1125 \div 45 = 25$
2. $44 \times 100 = 4\ 400$; $44 \times 50 = \text{half of } 4\ 400 = 2\ 200$ $2860 - 2\ 200 = 660$
 $44 \times 10 = 440$ $44 \times 5 = 220$
 $2860 \div 44 = 50 + 10 + 5 = 65$

3. $78 \times 20 = 1560$
 $78 \times 30 = 1560 + 780 = 2340$ \rightarrow $2808 - 2340 = 468$
 $78 \times 5 = \text{half } 780 = 390$ \rightarrow $468 - 390 = 78$
 $78 \times 1 = 78$

$$2808 \div 78 = 30 + 5 + 1 = 36$$

Friday, 3 April

Time: 60 minutes

Materials Required:

- Pen or pencil
- Notebook or paper

Learning Goal:

The student will solve problems that use the order of number operations.

Instructions for Learning:

Here is a puzzle that needs your child to use the number operations (+, -, x and ÷) together with the digits 1, 2, 3 and 4 (once each) to make the numbers from 1 to 20.

Example: One possible way to make 9: $3 \times 4 - 2 - 1 = 9$

Extended challenge: Make the numbers from 21 to 30 using the digits 1, 2, 3 and 4 (once each) and the number operations.

Use each of the digits 1, 2, 3 and 4 **once** in each calculation to make numbers from 1 to 20. Remember to use brackets!

Example: $(4 + 3 - 1) \times 2 = 12$

_____	= 1	_____	= 11
_____	= 2	$(4 + 3 - 1) \times 2$	= 12
_____	= 3	_____	= 13
_____	= 4	_____	= 14
_____	= 5	_____	= 15
_____	= 6	_____	= 16
_____	= 7	_____	= 17
_____	= 8	_____	= 18
_____	= 9	_____	= 19
_____	= 10	_____	= 20

Extension:

Can you also use the digits to make the numbers from 21 to 30?

One of these numbers is impossible to make without combining digits!



🗨️ Kiswahili Activities (KE)

Monday, 30 March

Muda: Dakika 45

Lengo la Somo:

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

Vifaa Vinavyohitajika:

- Picha mbalimbali
- Chati yenye maneno katika ngeli ya A-WA.
- Karatasi/Daftari
-

Maagizo ya Somo:

- Katika kipindi hiki mwanafunzi ataendelea kujikumbusha umoja na wingi wa sentensi katika ngeli ya A-WA. Soma mifano hii ya sentensi.



1. Ndovu mkubwa **a**nakimbia



Ndovu wakubwa **w**anakimbia.



2. Mwalimu wetu **a**mefika darasani.



Walimu wetu **w**amefika darasani.



3. Mbuzi mgonjwa **a**melala.

Mbuzi wagonjwa **w**amelala.

Tazama mifano zaidi na ukamilishe ya mwisho kwa maneno yako.

4. Mgonjwa a liyetibiwa amepona	Wagonjwa w aliotibiwa wamepona
5. Mgeni wetu a liwasili jana	Wageni wetu w aliwasili jana.
6. Chura wa majini a melala.	Vyura wa majini w amelala.
7. Mwalimu a natufundisha vzuri	Wanafunzi w anafundisha vizuri
8. Mchuuzi a mepita na bidhaa zake.	Wachuuzi w mepita na bidhaa zao.
9. Mkulima _____	Wakulima _____
10. Kifaranga _____	Vifaranga _____

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

Zoezi la Kwanza: Andika kwa wingi.

1. Mhalifu aliyekamatwa ni hatari.

2. Samaki akioza atatupwa.

3. Dereva akifika nitafurahi.

4. Kanga anakimbia

5. Kipepeo anapendeza.

Zoezi la Pili.

Tunga sentensi tano katika umoja na wingi kwa kutumia nomino katika ngeli ya A-WA.

Tuesday, 31 March

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kusoma ufahamu kwa ufasaha na kujaribu kuyajibu maswali ya ufahamu.

Vifaa Vinavyohitajika:

- Ufahamu_Korosheni Mvivu.
- Daftari
- Kalamu
- penseli

Maagizo ya Somo:

- Mwanafunzi atazame picha iliyo katika hadithi kutaja Mambo mawili kuihusu.

Korosheni Mvivu



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Hapo zamani za kale alikuwepo kijana mmoja aliyeitwa Korosheni. Korosheni alikuwa kijana mrefu na mwembamba. Alikuwa mvivu na mjanja sana. Kwa sababu alikuwa mvivu hakuweza kufanya kazi. Korosheni alikuwa hapendi kufanya kazi yeyote.

Yeye aliishi kwa mbinu za ujanja, ulaghai, na hila maisha yake yote. Siku moja jioni Korosheni alitembea kwa miguu masafa marefu kutoka mjini kwenda kijijini. Huko kijijini hakuwa na rafiki wala jamaa yeyote. Kutokana na uchovu wa kutembea kwa miguu Korosheni alihisi njaa kali na kiu. Pia alikuwa hawezi kuendelea na safari yake zaidi kwa sababu alikuwa amechoka sana na alihitaji kupumzika. Kwa hivyo alisimama nje ya nyumba moja huko kijijini.

Alibisha hodi mara tatu na mara mlango ulifunguliwa.

Katika nyumba ile kulikuwa na mwanamke mmoja na mume wake ambao walikuwa ni wakulima na wafugaji. Wao walikuwa na mashamba mengi na mifugo ya kutosha. Kwa sababu walikuwa na wanyama wengi na mashamba walikuwa na chakula cha kutosha pia. Watu hawa walikuwa wakarimu sana. Walimkaribisha Korosheni. Walimpa chakula na sehemu ya kulala pia. Baada ya

kumaliza kula na kupumzika, Korosheni alitoka nje ya nyumba kujipumzisha. Mara alipita bata.



Korosheni alipiga kelele sana. Nakufaa! Nakufaa! na mara yule mkulima na mke wake walikuja kumuuliza Korosheni kulikoni. Korosheni alisema; ``Mimi ninaogopa sana hawa mabata! sipendi hata kuwaona! kwani wanakaa wapi? Korosheni aliuliza. Yule mkulima na mkewe

wakamwonyesha Korosheni pahali wanapolala mabata wale. Korosheni aliingia ndani kujipumzisha kwani ilikuwa usiku unaanza kuingia. Korosheni aliingia chumbani kwake kulala. Asubuhi mkulima na mke wake waliamka mapema sana. Walitayarisha chai na chakula kwa ajili ya mgeni wao. Walikaa kumsubiri Korosheni aamke.

Walisubiri kwa muda mrefu lakini Korosheni hakutoka chumbani alikokuwa amelala. Yule mkulima na mke wake waliamua kwenda kumtazama kule chumbani. Walipofika waligonga mlango. kwa bahati mzuri mlango ulikuwa wazi. Baada ya kugonga kwa muda mrefu bila majibu mkulima aliamua kuingia chumbani kwa korosheni. Alipoingia chumbani hakumuona korosheni. Korosheni alikuwa ameshaondoka. Mara yule mke wa mkulima alikwenda kule kwenye banda la wale bata. Hakuona bata hata mmoja. Kwa hakika bata walikuwa wameibiwa. Lakini nani aliiba bata? Na je korosheni yuko wapi? Hayo ni maswali yaliyobaki vichwani mwa mkulima na mke wake.

Maswali.

1. Korosheni alikuwa na sifa gani kati ya hizi
 - A. bidii sana.
 - B. uvivu sana.
 - C. Karimu
 - D. Wema
2. Korosho aliamua kutembea hadi wapi? _____
3. Nini kilichomfanya Korosho asiendelee na safari _____
4. Watu waliomkaribisha Korosho walifanya kazi gani? _____
5. Unafikiri ni kwa nini Korosho aliuliza walikokuwa wakiishi mabata? _____

6. Kisa hiki kinatufunza nini?

Wednesday, 1 April

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kutambua mimea mbalimbali pamoja na mazao yake.

Vifaa Vinavyohitajika:

- Picha mbalimbali(magazeti na majarida)
- Daftari
- Karatasi
- Penseli
- Kalamu
- Makasi
- Video_ [matunda](https://www.youtube.com/watch?v=J3oI3yihkNw)
<https://www.youtube.com/watch?v=J3oI3yihkNw>

Maagizo ya Somo:

- Mwanafunzi atambue mimea mbalimbali pamoja na mazao yake.
- Mwanafunzi aanze kwa kutazama video ya matunda mbalimbali katika lugha ya Kiswahili.
- Mwanafunzi aambatanishe picha hizi na majina yake. Majina yapo katika jedwali chini ya picha zote.

Tunda

Jina



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(Ndimu, papai, zabibu, ndizi, parachichi, tufaha, nazi, nanasi, embe)

Zoezi la Pili: Fanya utafiti wako ulinganishe mimea hii na mazao/matunda yake sahihi.

Mmea	Tunda/zao
1. Mparachichi	Fenesi
2. Mgomba	Boga
3. Mfenesi	Kahawa

4. Mpunga	korosho
5. Mpareto	chai
6. Mchai	pera
7. Mbuni	Chai
8. Mkorosho	ndizi
9. Mpera	mchele
10. Mboga	Pareto

Thursday, 2 April	
Muda: Dakika 45	Vifaa Vinavyohitajika: <ul style="list-style-type: none"> ● Video_Hadithi ya Sinbad. ● Penseli ● Daftari
Lengo la Somo: Mwanafunzi aweze kukuza uwezo wake wa kusikiliza masimulizi.	
Maagizo ya Somo: <ul style="list-style-type: none"> ● Mwanafunzi asikilize kwa makini hadithi ya Baharia sinbad. ● Itachukua takriban dakika 12. ● Mwanafunzi atumie nafasi hizi kuandika muhtasari wa hadithi aliyoisikiliza. 	
Baharia Sinbad.	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Friday, 3 April

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kuandika kisa kifupi akirejelea vidokezo atakavyoandaa.

Vifaa Vinavyohitajika:

- Penseli
- Picha
- Dafatri au karatasi ya kuandikia.

Maagizo ya Somo:

- Katika kipindi hiki mwanafunzi ataandika insha akizingatia vidokezo atakavyounda.

Tazama picha hizi.



1.



2.



Ni sherehe gani inayoendelea katika picha hizo hapo juu?
Je, umewahi kuhudhuria au kushuhudia sherehe kama hiyo?
Andika insha chini ya mada, "Sherehe ya Harusi"

Vidokezo.

1. Je sherehe ilikuwa ya nani? Ni mtu wa jamaa yako kama vile dada au kaka?
2. Watu walipoalikwa walijotayarisha vipi?

3. Sherehe yenyewe ilifanyikia wapi?
4. Kina nani waliohudhuria sherehe hii?
5. Shughuli gani zilizofanyika siku hiyo?(mapishi,usafiri kutoka sehemu moja hadi nyingine,watu kucheza dansi na kufurahia vyakula na vinywaji vya kila aina)
6. Mwisho wa sherehe ulikuwa vipi?
 - Insha isipungue ukurasa mmoja wa A4. Hakikisha kuwa unatumia hati inayosomeka na kuvutia.



Monday, 30 March
CRE: New Life in Christ

Time: 45 mins

Materials Required:

- N/A

Learning Goal:

- Mention the town which had the wedding that Jesus attended.
- List the things that happened in the wedding.
- State what Jesus did in the wedding and why.

Instructions for Learning: Read the quote below on the Wedding at Cana in Galilee. After reading the quote, answer the questions that follow.

John 2: 1-10

The Wedding at Cana in Galilee

2: 1 On the third day there was a wedding at Cana in Galilee, and the mother of Jesus was there. **2** Jesus also was invited to the wedding with his disciples. **3** When the wine ran out, the mother of Jesus said to him, "They have no wine." **4** And Jesus said to her, "Woman, what does this have to do with me? My hour has not yet come." **5** His mother said to the servants, "Do whatever he tells you."

6 Now there were six stone water jars there for the Jewish rites of purification, each holding twenty or thirty gallons.[a] **7** Jesus said to the servants, "Fill the jars with water." And they filled them up to the brim. **8** And he said to them, "Now draw some out and take it to the master of the feast." So they took it. **9** When the master of the feast tasted the water now become wine, and did not know where it came from (though the servants who had drawn the water knew), the master of the feast called the bridegroom **10** and said to him, "Everyone serves the good wine first, and when people have drunk freely, then the poor wine. But you have kept the good wine until now."

1. Mention the town which had the wedding that Jesus attended.
2. List the things that happened in the wedding.
3. State what Jesus did in the wedding and why.

Tuesday, 31 March

CRE: Covenants

Time: 45 mins

Learning Goal:

- Define a covenant.
- Discuss how God used Moses to enter into a covenant with the people of Israel.
- Discuss how God wants us to honour our covenant with Him.

Materials Required:

- [The Book of Exodus video](#)
- [Video: Covenants](#)

Instructions for Learning:

Watch the video on Moses and respond to the following questions:

- What a covenant?
- List characteristics of a covenant.
- Why do you think God entered into a covenant with the people of Israel?

Wednesday, 1 April

Science: Balanced Diets

Time: 45 minutes

Learning Goal:

- Importance of eating balanced diets.
- Diseases caused by lack of eating balanced diets.

Materials Required:

- N/A

Instructions for Learning: Every human being should obey the “rule of three” when eating their meals. When the body fails to be provided regularly with food nutrients i.e proteins, vitamins, mineral salts, fats and carbohydrates, it may contract food-related diseases.

- Food-related diseases are called **deficiency diseases**.
- Deficiency diseases occur in individuals lacking one or more of the food nutrients.
- They cannot be transmitted from one person to another.
- Common deficiency diseases include: kwashiorkor, marasmus, anaemia and rickets.

Look at the picture below and respond to questions:



What deficiency disease is the child in the picture suffering from?

What are the possible causes of the deficiency disease?

How would you help the child above to turn around his situation?

Thursday, 2 April
Science: Balanced Diets

Time: 45 minutes

Materials Required:

- N/A

Learning Goal:

- Importance of eating balanced diets.
- Diseases caused by lack of eating balanced diets.

Instructions for Learning:

You are a Dr. at Kenya National Hospital you will be responding to their questions every single day upto the end of the week. Having helped the first and the second patients yesterday and the day before yesterday to find the possible disease they were suffering from, it is now the turn of the third patient to get help. Here is her problem.

- **Problem:** *Hello doctor. my name is Wondwassen. I am a mother of 2 children namely Gomez and Neema each suffering from a different deficiency disease. Gomez appears exhausted especially after doing even very light duties, suffers from shortness of breath accompanied with pounding of the heart and rapid pulse. He always appears like he is going to faint. He hates dark green vegetables like spinach and sukuma wiki, eggs, red meat and beans. His skin also appears pale with the eyes, palms and fingernails always appearing white. Recently several tests were done from a blood sample collected from him and the doctor noticed that his iron levels were dangerously low. The red colour of his blood was also slowly turning pale.*
- According to you
 - **What deficiency disease could Gomez be suffering from?**
 - **Why does she seem to experience the symptoms stated above?**
 - **As a doctor, how would you help Gomez to turn around her suffering?**

Friday, 3 April
Social Studies

Time: 45 minutes

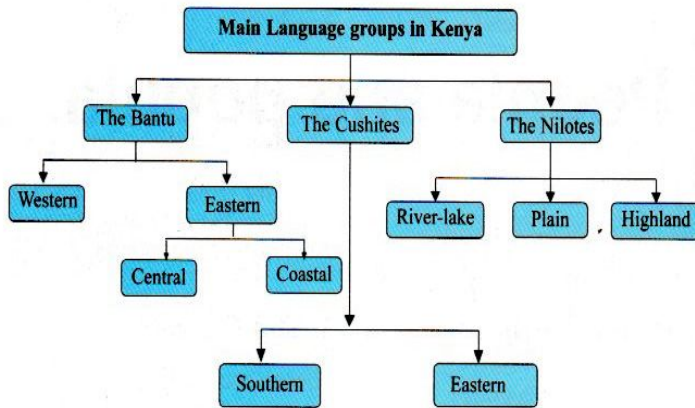
Materials Required:

- N/A

Learning Goal: Describe language groups of Kenya

Instructions for Learning:

Today we will continue exploring various language groups of Kenyan people. Look at the chart below and circle out your language group.



Write down key points on:

- The **origin** of your language group
- Which **economic activity** they practiced.
- Where they **settled** in Kenya.

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

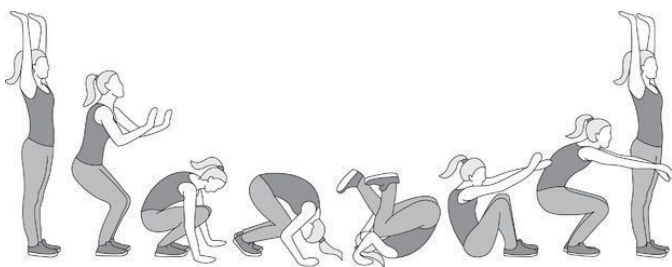


- Crab Walk back across the yard

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:

- 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:

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 another student who loves Math.

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
Shows understanding of selected content
 Linear - both variables increase at constant rate
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


WWW.CHARACTERLAB.ORG

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

<h1 style="font-size: 2em; margin: 0;">W</h1>	<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><i>Get an A on my biology quiz</i></p>	<p><i>Specific; requires self-control; can be accomplished in time frame</i></p>
<h1 style="font-size: 2em; margin: 0;">O</h1>	<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><i>I'll feel proud</i></p>	<p><i>Fulfilling and motivating; clearly visualized; reduced to most crucial aspects</i></p>
<h1 style="font-size: 2em; margin: 0;">O</h1>	<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><i>I procrastinate</i></p>	<p><i>Inner obstacle, not outside barrier; clearly visualized; reduced to most crucial aspects</i></p>
<h1 style="font-size: 2em; margin: 0;">P</h1>	<p>PLAN</p> <p>What's an effective action to tackle the obstacle? Make a when-then plan.</p>	<p>When:</p> <p><i>I finish dinner</i></p> <p>Then I will: (my action)</p> <p><i>Make 5 flash cards</i></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	WISH What is an important wish that you want to accomplish? Your wish should be challenging but feasible.	My wish: _____
O	OUTCOME What will be the best result from accomplishing your wish? How will you feel? Pause and really imagine the outcome.	Best outcome: _____
O	OBSTACLE What is the main obstacle inside you that might prevent you from accomplishing your wish? Pause and really imagine the obstacle.	My obstacle: _____
P	PLAN What’s an effective action to tackle the obstacle? Make a when-then plan.	When: _____ Then I will: (my action) _____

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

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



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:

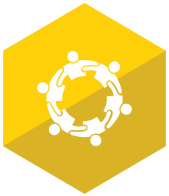
- Pen

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.

*“Look around, look around at how lucky we are to be alive right now!”
—Lin-Manuel Miranda, Hamilton: An American Musical*

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?

