



# **NOVA PIONEER**

**SCHOOLS FOR INNOVATORS & LEADERS**

## **At-Home Learning Pack Term 1 2020**

**Week of:** March 18 to 20

**Grade:** PP2

Recommended Schedule for









**Wednesday 18 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	<b>Handwriting and Letter formation</b> Students will be able to: Practice handwriting and letter formation	n/a
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	<b>Counting, sorting &amp; adding</b>	n/a
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	<b>Kiswahili: Kutambua watu wa familia</b>	n/a
11:30 - 12:15	Movement	<b>Coronavirus Song:</b> "We've Got This" Dance and Sing-along	<a href="#">Video: We've Got This</a>
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	<b>Environmental Studies: My Neighborhood: Things Around Us</b>	n/a
1:45 - 2:30	Exploration	<b>Coronavirus 101:</b> Emotional Body Map	<a href="#">Booklet: Child-Friendly Explanation</a>

Recommended Schedule for

 **Thursday 19 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	 Literacy & Writer's Workshop	<b>Nouns</b> Students will be able to: Identify what a noun is and give an example of a noun (people, place, thing and animal)	n/a
9:15 - 9:30	Break		
9:30 - 10:30	 Mathematics	<b>Counting, sorting &amp; adding</b>	n/a
10:30 - 10:45	Break		
10:45 - 11:30	 Kiswahili	<b>Kiswahili: Kutambua vokali za Kiswahili.</b>	n/a
11:30 - 12:15	 Movement	"Beat go pop" zumba dance along	<a href="#">Video: Beat go pop</a>
12:15 - 1:00	Lunch		
1:00 - 1:45	 Environmental Studies & CRE	<b>CRE: Creation - Animals</b>	<a href="#">The Animal Song</a>
1:45 - 2:30	 Exploration	<b>Coronavirus 101:</b> What is it? How does it spread?	<a href="#">Video: Coronavirus Explained! For Kids</a>

Recommended Schedule for



**Friday 20 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	<b>Handwriting and Letter formation</b> Students will be able to: Practice handwriting and letter formation	n/a
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	<b>Counting, sorting &amp; adding</b>	n/a
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	<b>Kiswahili: Kusikiliza hadithi.</b>	n/a
11:30 - 12:15	Movement	<b>Coronavirus Dance:</b> TikTok Dance Challenge	Video: <a href="#">TikTok dance challenge</a>
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	<b>Environmental Studies: My Neighborhood: My Classmates</b>	n/a
1:45 - 2:30	Exploration	<b>Coronavirus 101:</b> Hygiene Habits	<a href="#">Video: how does hand sanitizer kill germs?</a>

## Literacy & Writer's Workshop Activities

### Wednesday, 18 March

**Time:** 45 - 60 minutes

**Learning Goal:**

Students will be able to:  
Practice handwriting and letter formation

**Materials Required:**

- Any writing materials and instruments

For example:

Scrap paper, lined paper, cardboard, whiteboard, pencils, coloured markers or sensory medium such as mud, sand, shaving cream or playdough in which Students can for and write the letters with their finger

- Handwriting and letter formation guidelines [Grade R and Grade 1 letterformation.jpg](#)

**Instructions for Learning:**

During Term 1, Students have practiced how to correctly form the letters of the alphabet.

- Students can now practice forming and writing the following letters: "Reach for the Sky" Letters (Part 1) (letters which have an upper part reaching above an imaginary line )
  - *d, l, h,*
  - This can be done a number of times.
  - Students can add a drawing of anything they know which starts with the various letters practices today. Next to or underneath the practices letter.

OPTIONAL:

Questions and Discussion prompts:

- What is the name of this letter?
- Do you know the sound of these letters?
- Do you know where the starting point is when writing this letter?
- What words do you know that start with this letter?

### Thursday, 19 March

**Time:** 45 - 60 minutes

**Learning Goal:** Students will be able to:  
Identify what a noun is and give an example of a noun (people, place, thing and animal)

**Materials Required:**

- A4 Scrap paper and drawing instruments (such as pencils or coloured markers)
- [Grade R \\_noun anchor chart for reference.jpg](#)
- [Noun anchor chart for reference](#)

**Instructions for Learning:**

During Term 1, Students learned about Nouns.

- Student will fold their A4 piece of paper in 4.
- In each square, Students will draw an example of a noun for each of the categories of nouns (people, places, things and animals.)

OPTIONAL:

Questions and Discussion prompts:

- Students should be able to answer the question “What are nouns?” Nouns are naming words for people, places, things and animals.

### Friday, 20 March

**Time:** 45 - 60 minutes

**Learning Goal:**

Students will be able to:  
Practice handwriting and letter formation

**Materials Required:**

- Any writing materials and instruments

For example:

Scrap paper, lined paper, cardboard, whiteboard, pencils, coloured markers or sensory medium such as mud, sand, shaving cream or playdough in which Students can for and write the letters with their finger

- Handwriting and letter formation guidelines [Grade R and Grade 1 letterformation.jpg](#)

**Instructions for Learning:**

During Term 1, Students have practiced how to correctly form the letters of the alphabet.

- Students can now practice forming and writing the following letters: “Reach for the Sky” Letters (Part 2) (letters which have an upper part reaching above an imaginary line )
- *b, f, k, t*
- This can be done a number of times.
- Students can add a drawing of anything they know which starts with the various letters practices today.

OPTIONAL:

Questions and Discussion prompts:

- What is the name of this letter?
- Do you know the sound of these letters?
- Do you know where the starting point is when writing this letter?
- What words do you know that start with this letter?

\* [Useful Additional Website](#) for letter formation and handwriting

## +Mathematics Activities

Wednesday, 18 March, Thursday, 19 March & Friday, 20 March

**Time:** 45 minutes

**Learning Goal:**

The student will  
Count objects up to about 20  
Rote count as far as she can  
Count forwards and backwards  
Recognise number symbols  
Add objects

**Materials Required:**

- Any counting objects such as beans, counters, toys, flowers in the garden, bricks in the wall, floor tiles, clothes, shoes!
- Pencil and paper
- Coloured crayons
- Activity books (if you have them at home)

**Instructions for Learning:**

Work and play with your child to experience maths in our everyday world. Here are some suggestions of maths to explore with your child:

**Counting**

1. See how far your child can count by rote. This is the ability to “rote” count, usually to a higher number than the counting of concrete objects, and does not indicate an understanding of number concept. You can prompt the child when she gets stuck. It is not expected for your child to know all the numbers up to 100 so early in the year, so ... no pressure!
2. *Can you count backwards from 10? And from 20?*
3. *Can you tell me what these numbers are?* Point to numbers in order first. Then point to numbers not in order e.g. 4, 8, 3, 10.

1	2	3	4	5	6	7	8	9	10
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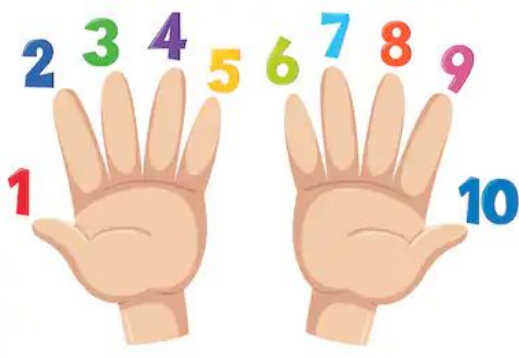
**Counting objects:**

1. Use beans, counters, toys, clothes etc, whatever the child is interested in. When they count, they should take the object from the pile and put it to one side, counting as they move the object. This shows understanding of a one-to-one correspondence between each object and the number assigned to it.

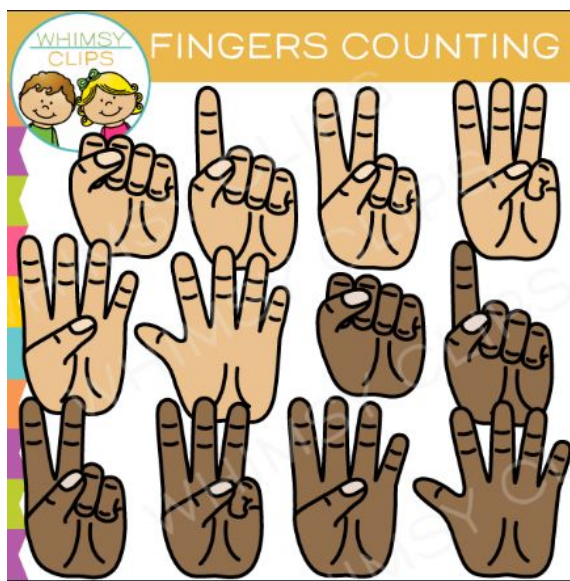
**Counting fingers:**

Children like to count on their fingers. Let them also count their toes! Can they add toes and fingers together?

Notice that a child may misunderstand the use of finger counting. For example, if you label fingers like this:



children, who think concretely, may decide that one thumb is always the number 1 and the other is always the number 10. They have not seen the accumulative effect of the counting, but remembered the names of the fingers!



How many fingers?

### Adding numbers:

Your child needs to use objects for adding numbers at first. The child needs a concrete experience of mathematics before moving on to using pictures and more abstract representations of number. Here are some ideas to use:

1. *You have 3 sweets and your mother gives you 7 more. How many have you got altogether?*

Let your child find his own way to answer the question. You will notice too that the child might need to add by counting all the objects; some children have started adding by counting on from 3 or 7. Later, they will start to recognise “number bonds” to 10 without needing to count.

2. *You have 5 apples and your mother gives you 5 more. How many have you got altogether?*

Use similar questions. Children like the repetition of similar questions (even when the adult is bored!)

- Give your child a set of number cards and ask him to put them in the correct order.
- Give your child 4 different sequences of the same numbers and ask which one is correct. e.g. 11; 8; 10; 12; 9 in different sequences
- Ask your child to count a group of counters. Then ask him if he will get the same number when he starts from a different counter. Let him check by starting from a different counter.
- Let him count 10 objects you have chosen. Then spread them out while he is watching and ask him if there are still 10 objects. Let him check.
- Ask him to count a group of 8 counters. Then give him a group of 8 sticks. Ask him if he thinks there can be the same number of counters as there are sticks (or more? Or less?). Let him check. While he is watching, put 4 counters and 4 sticks together and ask him if there are the same number in that mixed group as there were of counters. Use the words “same number” to do this.
- Ask him to count 14 fingers, using your fingers and his own. Check that he assigns a number to each finger (to show a one-to-one correspondence).
- Hold up your 5<sup>th</sup> finger (only) and ask if that is 5 fingers. Hold up 7 of your fingers. Let him count them, then ask if that means the 7<sup>th</sup> finger he counts is 7. See if he can explain that there are 7 fingers in total.
- Put out 5 counters. Ask how many there are. Then ask how many there will be if you put out another counter. Get an answer before you actually put the counter down. How many will there be if you pick up two counters?

## 🗨️ Kiswahili Activities (KE)

Wednesday, 18 March

**Muda: Dakika 45**

**Lengo la somo:**

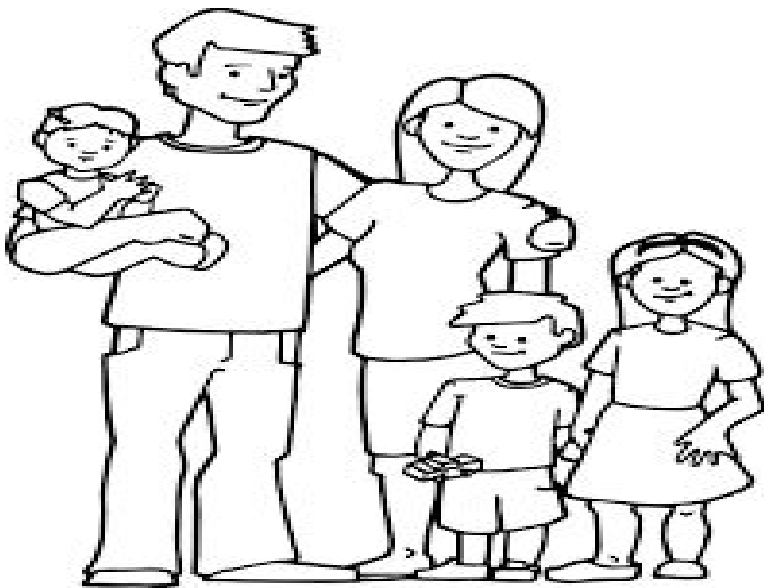
Mwanafunzi aweze kutia rangi baadhi ya watu wa familia.

**Vifaa vinavyohitajika.**

- Penseli
- Penseli za rangi.
- Karatasi za kuchorea.

**Maagizo ya somo**

**Katika kipindi hiki mwanafunzi atatia rangi baadhi ya watu wa familia. Awe na muda wa kutosha kufanya hivi.**



**Andika majina ya watu uliopaka rangi.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**Muda: Dakika 45**

**Lengo la somo.**

Mwanafunzi aweze kuandika herufi a, e, i , o na u kuitia rangi baadhi ya herufi hizo.

**Vifaa vinavyohitajika.**

- [Video ya herufi za Kiswahili.](#)
- Karatasi.
- Penseli
- Penseli za rangi.

**Maagizo ya Somo.**

**Katika somo hili mwanafunzi atazidi kujikumbusha jinsi ya kuandika herufi a, e, i , o na u.**

Mwanafunzi atazame video.

Aimbe pamoja na sauti ya video hiyo.

Azitaje baadhi ya herufi alizosikia na kuzitazama.

Baadhi ya herufi hizo azipake rangi anayoipenda.



Friday, 20 March

**Muda: Dakika 45**

**Vifaa vinavyohitajika.**  
[Video Hadithi Simba na Panya.](#)

**Lengo la Somo**

Mwanafunzi aweze kusikiliza hadithi kutoka katika video na kuijadili.

**Maagizo ya Somo.**

Katika kipindi hiki mwanafunzi atakuwa akisikiliza hadithi. Kisha ataizungumzia kwa maneno yake binafsi.

Maswali dadisi.

1. Ni wanyama gani wametajwa katika hadithi?\_\_\_\_\_
2. Ni mnyama yupi mkubwa zaidi ya mwingine?\_\_\_\_\_
3. Simba alimsaidia panya vipi?\_\_\_\_\_

Chora mnyama mmoja kutoka katika hadithi.



## Movement Activities

### Wednesday, 18 March

**Time:** 30 mins

**Learning Goal:** Students will dance and sing-along to the “We’ve Got This” song

**Materials Required:**

- [Video: “We’ve Got This!”](#)

**Instructions for Learning:**

Learners watch the Ndlovu choir video. Learners are encouraged to sing and dance along to the song.

### Thursday, 19 March

**Time:** 45 minutes

**Learning Goal:**  
Learners watch the Beat go pop video and dance along

**Materials Required:**

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

**Instructions for Learning:**

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

### Friday, 20 March

**Time:** 45 mins

**Learning Goal:** Students will perform the TikTok Coronavirus Dance Challenge

**Materials Required:**

- [Video: Tik Tok Coronavirus Dance Moves](#)

**Instructions for Learning:**

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

## Environmental Studies & CRE Activities

### Wednesday, 18 March

Environmental Studies: My Neighborhood: Things Around Us

**Time:** 45 minutes

**Materials Required:**

- Paper for drawing
- Drawing materials (crayons, pencils, markers, etc.)

**Learning Goal:**

Students will be able to:

- Identify and draw things they can see from their windows

**Instructions for Learning:**

- Remind your child that this term in Environmental Studies, we have learned about neighborhoods and what is around us.
- Instruct your child to take a look out of one of the windows in the home and describe what they see? Help point out things your child may not notice, such as plants, buildings, people, or animals.
- Inside the house, have your child draw and colour what they saw outside.
- Have the child label the parts of their drawing as best they can, using their understanding of print and letter sounds.

### Thursday, 19 March

CRE: Creation: Animals

**Time:** 45 minutes

**Materials Required:**

- [The Animal Song \(optional\)](#)

**Learning Goal:**

Students will be able to:

- Identify animals that God created
- Make the sound(s) of those animals
- Sing an animal song / act out different animal actions

**Instructions for Learning:**

- Remind your child that in CRE, we have learned that God created the world, and in it, He created animals.
- Ask your child to identify as many animals he/she can.
- For each animal your child identifies, have them name the sound the animal makes and act out how the animal acts
- If you are able, you can play the animal song on YouTube (linked) and have the child sing and dance along
- Challenge your child to invent new verses to the song, with new actions and animals!

**Friday, 20 March**

Environmental Studies: My Neighborhood: My Classmates

**Time:** 45 minutes

**Materials Required:**

- N/A

**Learning Goal:**

Students will be able to:

- Name several of their classmates
- Identify things their classmates like to do.

**Instructions for Learning:**

- Remind your child that this term, we have learned about our classmates in Environmental Studies.
- Instruct your child to play a game naming his/her classmates. The child needs to name his/her classmates and identify something that classmate likes to do, beginning with the same initial sound as their name.
  - Ex):
    - My name is *Kevin* and I like to *kick footballs*
    - My name is *Wambui* and I like to *walk to the park*
- See how many names your child can complete!

## Exploration Activities

### Wednesday, 18 March

**Time:** 45 mins

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

**Materials Required:**

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

**Instructions for Learning:**

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

### Thursday, 19 March

**Time:** 45 mins

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

**Materials Required:**

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

**Optional:**

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

**Preparation Notes:**

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

### Instructions for Learning:

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

### Friday, 20 March

**Time:** 45 mins

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

#### Materials Required:

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

#### Optional:

- [Mini-Lesson on Hand Sanitizer](#)
- Hand Sanitizer

### Preparation Notes:

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

### Instructions for Learning:

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