



NOVA PIONEER

SCHOOLS FOR INNOVATORS & LEADERS

At-Home Learning Pack Term 1 2020

Week of: March 30 to April 3

Grade: PP2

Recommended Schedule for



Monday 30 March

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	Letter Formation and Handwriting Continue to practice handwriting and letter formation	https://www.kidsa-z.com/main/Login
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Numbers to 10 Say, count, write and recognise numbers to 10	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	Silabi za Kiswahili Herufi a hadi f.	N/A
11:30 - 12:15	Movement	Zumba- Minions	Zumba Kids https://bit.ly/2wFFj6N
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	Environmental Studies: Myself	Head, Shoulders, Knees & Toes (Youtube) - Optional
1:45 - 2:30	Exploration	Culture Moment: Joy of Learning	N/A

Recommended Schedule for









Tuesday 31 March

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	Letter Formation and Handwriting Continue to practice handwriting and letter formation	https://www.kidsa-z.com/main/Login
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Numbers to 10 Identify, write and model numbers to 10	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	Kusoma: Kusoma silabi na maneno ya Kiswahili.	N/A
11:30 - 12:15	Movement	Outdoor Scavenger hunt	N.A
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	CRE: Palm Sunday	N/A
1:45 - 2:30	Exploration	Culture Moment: High Expectations	N/A

Recommended Schedule for

 **Wednesday 1 April**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	 Literacy & Writer's Workshop	Capitalization Identify the upper and lower case form of the letters of the alphabet	https://www.kidsa-z.com/main/Login
9:15 - 9:30	Break		
9:30 - 10:30	 Mathematics	Picture Graphs Concrete objects - "A nature walk"	N/A
10:30 - 10:45	Break		
10:45 - 11:30	 Kiswahili	Msamiati Nambari 1-10	N/A
11:30 - 12:15	 Movement	Obstacle course	https://imaginationsoup.net/a-backyard-obstacle-course-for-your-kids/
12:15 - 1:00	Lunch		
1:00 - 1:45	 Environmental Studies & CRE	Environmental Studies: Myself	N/A
1:45 - 2:30	 Exploration	Culture Moment: Always Growing	N/A

Recommended Schedule for









Thursday 2 April

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	Sight Word Identify some common sight words	https://www.kidsa-z.com/main/Login
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	Picture Graphs Using a picture to create a picture graph	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	Kusikiliza Hadithi	Hadithi Mwanakondoo na mchungaji. https://www.youtube.com/watch?v=3CMY3VvdBVO
11:30 - 12:15	Movement	Hopscotch	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	CRE: The Last Supper	Jesus washes his disciples' feet (YouTube) - Optional
1:45 - 2:30	Exploration	Culture Moment: Servant Leadership	N/A

Recommended Schedule for

 **Friday 3 April**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	 Literacy & Writer's Workshop	Nursery Rhyme Enjoy listening to a nursery rhyme and answer questions about the nursery rhyme	https://www.kidsa-z.com/main/Login
9:15 - 9:30	Break		
9:30 - 10:30	 Mathematics	Numbers to 10 One more and One less	N/A
10:30 - 10:45	Break		
10:45 - 11:30	 Kiswahili	Kuandika Nambari 1-10	N/A
11:30 - 12:15	 Movement	Indoor Scavenger hunt	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	 Environmental Studies & CRE	Environmental Studies: Myself	N/A
1:45 - 2:30	 Exploration	Culture Moment: Greater Together	N/A

Literacy & Writer's Workshop Activities

Monday , 30 March

Time: 45 - 60 minutes

Learning Goal:

Students will be able to:

Continue to practice handwriting and letter formation

Materials Required:

- Any writing materials and instruments

For example:

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

- Handwriting and letter formation guidelines

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:
- *"Live on the grass" Letters (Part 3) These are letters simply 'sitting' on the line, without reaching below and not exceeding a certain height)*

r, s, u, v

- This can be done numerous 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?

Handwriting and letter formation guidelines:



Tuesday, 31 March

Time: 45 - 60 minutes

Learning Goal:

Students will be able to:
Continue to practice handwriting and letter formation

Materials Required:

- Any writing materials and instruments

For example:

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

- Handwriting and letter formation guidelines

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:
- “Live on the grass” Letters (Part 4) These are letters simply 'sitting' on the line, without reaching below and not exceeding a certain height

W, X, Y

- This can be done numerous 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?

Handwriting and letter formation guidelines:



Wednesday, 1 April

Time: 45 - 60 minutes

Learning Goal:

Students will be able to:

Identify the upper and lower case form of the letters of the alphabet

Materials Required:

- Alphabet letters clip cards resource (printed and cut into individual letter cards)
- Pegs

Instructions for Learning:

During term 1, Students learned that the letters of the alphabet can come in uppercase and lowercase forms.

- Read each individual letter of the alphabet with Students using the Alphabet letters clip cards resource.
- *This can be done in a different order than the traditional letters of the alphabet to make sure Student is able to identify each letter correctly.*
- Students can also be asked to share the sound each of the letters makes.
- Ask Students to identify the lower case form of the letter that has been capitalised.
- A peg can be clipped on their answer.

Alphabet letters clip cards resource:

A	a	D	d
	c		r
	r		b
B	k	E	o
	b		e
	p		a
C	g	F	f
	s		h
	c		t

G	g	J	j
	c		r
	w		p
H	m	K	k
	h		a
	p		
I	h	L	r
	s		h
	i		i

M	m	P	t
	n		q
	w		p

M	m	P	t
	n		q
	w		p
N	k	Q	p
	n		q
	t		x
O	a	R	x
	p		p
	o		r

S	s	V	v
	j		p
	c		w
T	f	W	m
	t		w
	h		v
U	o	X	k
	t		v
	u		x

Y	y	Z	v
	w		z
	j		y

Thursday, 2 April

Time: 45 - 60 minutes

Learning Goal:

Students will be able to:
Identify some common sight words

Materials Required:

- 2 copies of the sight words flashcards (can be printed or can be written on individual square pieces of scrap paper)

Instructions for Learning:

During Term 1 Students learned about sight words. Sight words are some of the most common words we use when learning to read and write.

OPTIONAL: Useful [website](#) link for more information

- Read each of the sight words individually with Student. Read the word and have Students say the word after you.

and	I
be	a
for	did

- *This can be done a number of times.*
- Discuss each word with Student:
 - Do you know this word?
 - Where have you seen or heard this word?
 - What is the name of the letters that the word starts with?
 - What letters can you identify in this word?
 - Can you use the word in a sentence?
- Play “Memory Game” with Student:
 - Each of the sight word flashcards (remember, there needs to be 2 copies of the flashcard sets) are scrambled and placed face down.
- In turn, flip over any 2 flashcards to reveal 2 sight words.
- The objective of the game is to remember where each sight word pair is. When the 2 same sight word flashcards have been identified, a pair is formed. Say the name of the sight word and keep the pair.
- The player with the most pairs is the winner.

OPTIONAL:

Additional sight words if Students has mastered the sight words during the game:

- do
- is
- can

- it

Friday, 3 April

Time: 45 - 60 minutes

Learning Goal:

Students will be able to:

Enjoy listening to a nursery rhyme and answer questions about the nursery rhyme

Materials Required:

- Nursery rhyme “Mary had a little lamb”
- Scrap paper and drawing instruments (such as coloured pencils or crayons)

Instructions for Learning:

During Term 1, Students listened to many different Nursery Rhymes.

- Read this nursery rhyme a few times with the Student:

Mary had a little lamb,
 It's fleece as white as snow.
 And everywhere that Mary went
 The lamb was sure to go
 It followed her to school one day,
 Which was against the rule
 It made the children laugh and play
 To see a lamb at school.



- Ask and talk about the nursery rhyme. Here are some Questions and Discussion prompts:
 - Who is this nursery rhyme about? Who is the main character?
 - What does Mary look like? Look at the picture of her and talk about her.
 - Do you know what a lamb is?
 - Why do you think Mary has a lamb?
 - What do you think the lamb follows Mary everywhere she goes?
 - Would you like to have a pet lamb? Give a reason for your answer.
 - Can you find any 2 words that rhyme?
 - Why do you think it is against the rules to bring a lamb to school?
 - What would you do if one of your classmates brought a lamb to school?
 - Can you point to a full stop in the nursery rhyme?
 - Now find a capital letter and point to that.
- Draw a picture of Mary and the lamb at your school and in your classroom.

+ Mathematics Activities

Monday, 30 March

Time: 60 minutes

Learning Goal:

Students will say, count, write & recognise numbers 0 to 10.

Materials Required:

- Finger paint
- Blank sheet of paper

Instructions for Learning:

- Prior to the activity, parents will draw 10 upside down triangles at the bottom of a horizontal blank sheet of paper, these need to represent ice cream cones (you could decorate these if you'd like).
- Explain that students need to first number these cones by writing the correct number in order from 1 to 10 onto the middle of each cone.
- Next students will use the finger paints to draw/make ice cream scoops on top of each cone representing the number written on them, e.g 1 would have just one scoop and 6 would have 6 scoops etc.
- Encourage students to use different colours and also try mixing colours to see what new colours are created (extra bit of fun and some science).
- Once done have a show and tell with your child. Have them explain what they did and then allow them to count the number of scoops on each cone to make sure each has the correct number of scoops.
- You could then ask your child to point the number 8 cone and then the number 4 cone to practise number recognition.



Tuesday, 31 March

Time: 60 minutes

Learning Goal:

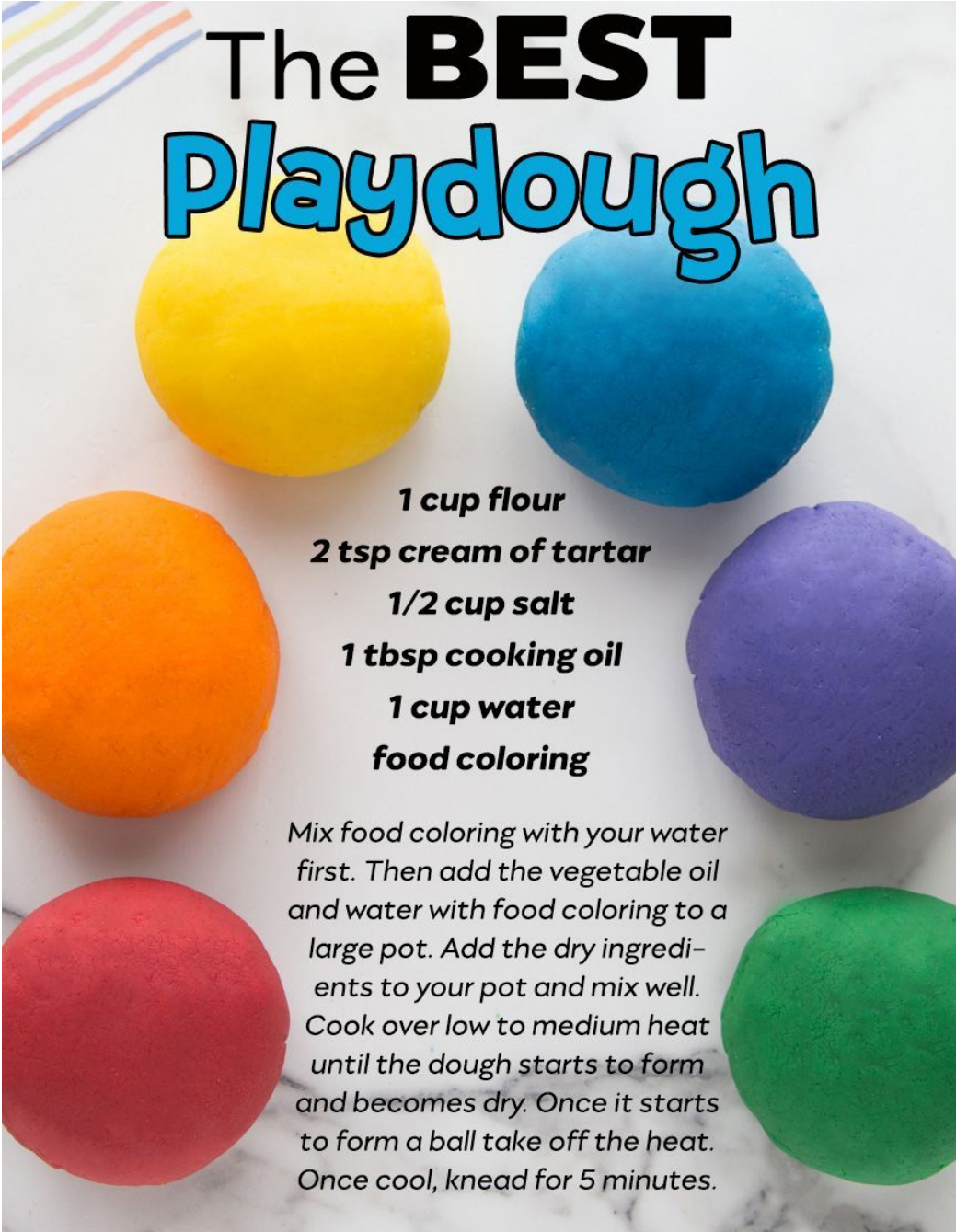
Students will be able to identify, write, and model numbers 0-10.

Materials Required:

- Playdough
- [Playdough number mats](#)
- Counters or manipulatives (this could be any concrete object that your child can use to count, e.g. beans, unifix blocks, macaroni, stones, beads, lego etc.)

Instructions for Learning:

- Together with your child, make some playdough (this can be stored in an airtight container and reused for other activities).



The **BEST** Playdough

1 cup flour
2 tsp cream of tartar
1/2 cup salt
1 tbsp cooking oil
1 cup water
food coloring

Mix food coloring with your water first. Then add the vegetable oil and water with food coloring to a large pot. Add the dry ingredients to your pot and mix well. Cook over low to medium heat until the dough starts to form and becomes dry. Once it starts to form a ball take off the heat. Once cool, knead for 5 minutes.

- Print the playdough number mats (if you do not have access to a printer, these are really simple to make, just write/draw numbers 0 to 10, each on a separate sheet of paper and draw a ten frame beneath it, refer to the attached template for an example).
- Shuffle these cards and hand them to your child (they should not be in the correct order).
- Students will use the playdough to mould their numbers onto each playdough number mat.
- After they mould each number, they will use the concrete counters/ manipulatives to count out that number and place these into the ten frame correctly.
- Once your child is done with moulding all the numbers, have them arrange the number mats in order from 0 to 10 and count these out loud.

Wednesday, 1 April

Time: 60 minutes

Learning Goal:

Students will use concrete objects to create a picture graph to show the relationship between numbers and quantities.


















Materials Required:

- Items/objects from you garden (leaves, twigs, stones and flowers)
- Sheet of paper
- Pencil
- Ruler

Instructions for Learning:

- Take a nature walk with your child through your garden. While walking around, help them pick up items/objects. 3 leaves, 5 small stones, 2 flowers and 6 twigs.
- Bring all the items inside and set them on a tray. Have your child sort the different items. Allow your child to explain how they sorted it and why.
- Now help your child create a bar graph to represent the data of the items collected.
- **Note: The concept of bar graphs begins with hands on experiences and using objects that children can play with and explore. The height of each bar gives information, helping the children notice which columns have more objects and which columns have fewer objects. The numbers help children identify the quantity of each item. Bar graphs also help children sort and organize information.**
- Draw the following and ask your child to fill the objects into the bar graph by placing the items in the correct columns (it should look similar to the bar graph below).
- Now tell your child to look carefully at the bar graph and explain how the numbers, items and quantities are connected in their own words.
- Ask the following questions:
 - How many stones did we find?
 - Which object/item did we collect the most of?
 - Which object/item did we collect the least of?
 - How many twigs did we find?

- Which is your favourite item? Why?
- Which is your least favourite item? Why?
- CHALLENGE: How many more leaves do we have than flowers?

6				
5				
4				
3				
2				
1				
	Leaves	Flowers	Twigs	Stones

Thursday, 2 April

Time: 60 minutes

Learning Goal:

Students will use a picture to complete a picture graph to show the relationship between numbers and quantities.

Materials Required:

- Crayons in the following colours:
 - red, orange, yellow, green, purple and pink
- Print the [template for the gumballs activity](#) (if you are not able to print, you could recreate the template for your child to colour and complete)

Instructions for Learning:

- Similar to the activity done yesterday, this time your child will colour in all the gumballs using the different coloured crayons provided, they can choose how many of each to colour in a specific colour, the only rule is that they should use

all the colours at least once.

- Once your child has completed colouring their gumballs, hand them the bar graph template. Explain the colours to your child by shading the name of the colour with the crayon representing that colour at the bottom of the graph.
- Provide the following instructions:
 - They should choose the first colour and count the number of gumballs that they have coloured in that colour.
 - Next they should colour the correct number of blocks in the column representing that colour on the graph.
 - They need to do this for all colours.
- Students should complete this activity independently.
- Once done, have a discussion with your child about the process and strategy they used. Have them explain the relationship between the number and quantity of the different colours.
- Ask a few questions to see if your child is able to interpret the data collected on the graph:
 - Which colour has the most gumballs?
 - How many green gumballs did you have?
 - How many pink gumballs did you have?
 - What is the colour of the gumballs that were the least?
 - CHALLENGE: How many more gumballs are there in the most column compared to the number of gumballs in the least column?

Friday, 3 April

Time: 60 minutes

Learning Goal:

Students will be able to show and state one more than or one less than a given number within 10.

Materials Required:

- Number cards from 1 to 10
- Counters/Manipulatives (this could be any concrete object that your child can use to count, e.g. beans, unifix blocks, macaroni, stones, beads, lego etc.)
- Blank sheet of paper
- Pencil or marker

Instructions for Learning:

- Create a grid similar to the one below:



- Place all number cards face down in front of your child..
- Have your child choose a card and read the number out loud.
- Place this number card in the middle column.

- Using the counters/manipulatives, ask your child to count the number that comes before that chosen number card and place those in the “one less” column.
- Then repeat this process for the “one more” column.
- Now have your child write the numbers to represent the number of counters/manipulatives for each column.
- Have your child repeat this activity until all number cards have been turned over.

🗨️ Kiswahili Activities (KE)

Monday, 30 March

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi ajikumbushe silabi za Kiswahili za herufi **a-f**

Vifaa Vinavyohitajika:

- Chati yenye silabi za herufi a-f.
- Daftari
- Kalamu
- Penseli.
- [Video Irabu za Kiswahili.](#)
- <https://www.youtube.com/watch?v=6SEhOA8Aqoc>

Maagizo ya Somo:

- Katika kipindi cha leo mwanafunzi atajikumbusha jinsi ya kuunda silabi kwa kutumia herufi a hadi f.
- Mwanafunzi aanze kwa kutazama na kusikiliza video yenye irabu na herufi za Kiswahili.

Tazama na usome silabi katika jedwali hii.

a	e	i	o	u
ba	be	bi	bo	bu
cha	che	chi	cho	chu
da	de	di	do	du
fa	fe	fi	fo	fu
ga	ge	gi	go	gu
ha	he	hi	ho	hu

Soma maneno haya kwa sauti.



be + ba = beba



he + ma = hema



Che + za = cheza



ba + ta = bata.



bi + bi = bibi



che + ka = cheka

Msomee mzazi au mlezi wako.

1. Bibi amefika kwetu.
2. Kaka anacheka sana.
3. Dada anacheza na paka.
4. Baba alibeba nini?
5. Bata amepata chakula.

Tuesday, 31 March

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kusoma maneno na sentensi fupi fupi za Kiswahili.

Vifaa Vinavyohitajika:

- Chati yenye maneno na sentensi za Kiswahili.
- Penseli.

Maagizo ya Somo:

Msomee mzazi au mlezi wako maneno haya kwa sauti.

1. Baba 2. Kaka 3. Paka 4. Taka 5. Bata

1. Beba 2. Keki 3. Pete 4. Tena 5. Bega

1. Bibi 2. Kiti 3. Pipa 4. Tisa 5. Bila

1. Bora 2. Koti 3. Pole 4. Toa 5. Baki

1. Bure 2. Kula 3. Pua 4. Tua 5. Buli

Msomee mzazi au mlezi wako sentensi hizi.

1. Paka wa jirani amelala.



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2. Kaka amebeba mzigo.

3. Dada anacheza mpira.



4. Bibi amekalia kiti.



5. Amebeba bata wake.

Wednesday, 1 April

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kutaja nambari moja hadi kumi.

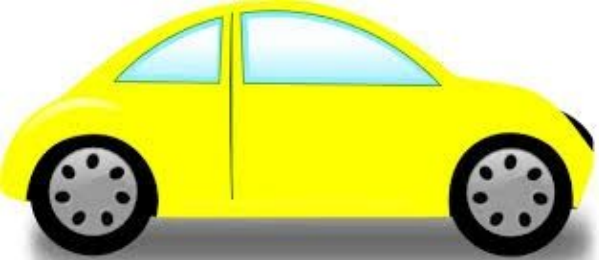


Vifaa Vinavyohitajika:

- Picha za nambari moja hadi kumi.
- Penseli
- Daftari
- [Video Hesabu na Akili.](#)

<https://www.youtube.com/watch?v=mPL2DEjDcHA&t=655s>

Maagizo ya Somo:

- Mwanafunzi aanze kwa kutaja nambari zozote anazozijua.
- Mwanafunzi atazame [video](#) kuhusu nambari.
- Baada ya video hiyo mwanafunzi akamilishe jedwali hili la nambari.
- Andika idadi kwa nambari.

Idadi	Nambari
	<hr/>
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Thursday, 2 April

Muda: Dakika 45

- [Video_Hadithi_Mwanakondoo na mchungaji.](#)
- <https://www.youtube.com/watch?v=3CMY3VvdBV0>
- Karatsi ya kuchorea
- Penseli za rangi.

Lengo la Somo:

Mwanafunzi aweze kusikiliza hadithi kwa makini kisha atie rangi wahusika wa hadithi (Mwanakondoo na mbwa mwitu)

Maagizo ya Somo:

- Katika kipindi hiki mwanafunzi asikilize hadithi ya mwanakondoo kisha atie rangi baadhi ya picha za wahusika wakuu katika hadithi.

Kabla ya kuisikiliza hadithi, Mwanafunzi atazame picha hizi.

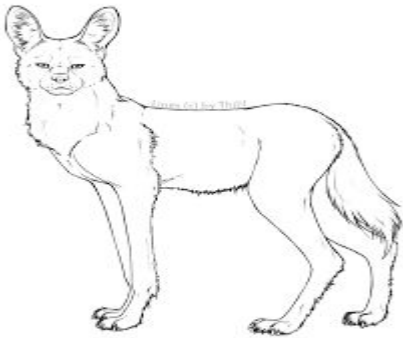


Je, unawawajua wanyama hawa? Mwambie mzazi au mlezi wako. Sasa ni wakati wa kutazama video. Sikiliza hadithi kwa makini.

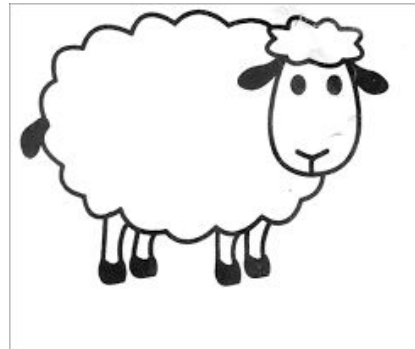
Baada ya video.

Je umejfunza nini? Je, mwanakondoo alisadiwa na nani mara ya kwanza?

Zoezi. Tia picha hizi rangi.



Mbwamwitu



Mwanakondoo.

Friday, 3 April

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kuandika nambari kwa maneno ,1-10.

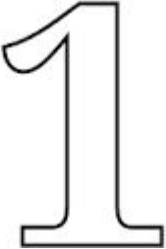


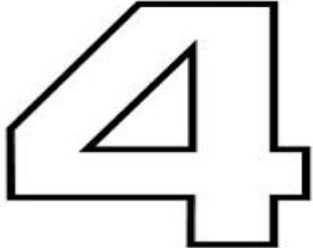
Vifaa Vinavyohitajika:

- Penseli
- Picha za nambari
- Daftari au karatasi

Maagizo ya Somo:

- Mwanafunzi anaweza kuirudi ile video ya nambari.
- Kisha asome jedwali hili kwa sauti.

Msomee mzazi au mlezi wako kwa sauti. Baada ya kusoma nambari hizo ,zitie rangi mbalimbali.

Nambari	Jina
	Moja
	Mbili
 <small>PrintableParadise.com</small>	Tatu
 <small>PrintableParadise.com</small>	Nne

5

Tano

6

Sita

7

Saba

8

Nane

9

Tisa

10

Kumi

🦋 Movement Activities

Monday, 30 March

Time: 10 min

Learning Goal:

Students will practice zumba moves on a Minion song by copying the moves on the video

Materials Required:

- **Video**
<https://www.youtube.com/watch?v=FP0wgVhUC9w>
- **Alternative - any song**

Instructions for Learning:

- Students will open the link
- Students will practice zumba moves on a Minion song
- Students will watch the video and copy the moves (2x)

- Alternative: Play a song and let the students make up their own moves and dance to the song.



● ZUMBA KIDS - Electronic Song - Minions

Tuesday, 31 March

Time: 20-25 min

Learning Goal:

Students will be able to do a Scavenger hunt outside the house

Materials Required:

- Outdoor Scavenger Hunt list
- Pencil
- Bag / container to put objects in

Instructions for Learning:

- Students will use this list to do an outdoor scavenger hunt
- Students need to try to find all these objects

- Students will use a pencil to make a X in the block when they find a specific object on the list
- Students will use a bag / container to put objects in it
- Students need to time themselves to see how quickly they can find all these objects.

Outdoor Scavenger Hunt

COLLECT ALL OF THE FOLLOWING ITEMS IN A BAG OR BASKET. CHECK THE BOXES AS YOU FIND EACH ONE.

- 5 LEAVES THAT LOOK DIFFERENT
- A STICK THAT IS LONGER THAN YOUR HAND
- A ROCK WITH SPOTS ON IT
- A FLOWER
- A FLAT ROCK
- 10 BLADES OF GRASS
- SOMETHING YOU LOVE TO PLAY WITH
- A PIECE OF TRASH YOU CAN RECYCLE
- SOMETHING THAT IS BROWN
- SOMETHING THAT IS HEAVY
- SOMETHING THAT IS VERY LIGHT
- SOMETHING THAT NEEDS SUN TO LIVE
- AN ITEM SMALLER THAN YOUR THUMB
- SOMETHING THAT STARTS WITH "M"
- SOMETHING THAT SMELLS GOOD

Ready for snack? Make sure everything gets put back where it belongs!

Wednesday, 1 April

Time: 20-30 min

Learning Goal:


Students will design their own obstacle

Materials Required:

- **Ideas:**

<https://imaginationoup.net/a-ba>

course	ckyard-obstacle-course-for-your-kids/ <ul style="list-style-type: none"> ● Household items ● Tape / Rope / skipping rope ● Balls ● Hula hoops
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<p>Instructions for Learning:</p> <ul style="list-style-type: none"> ● Students will design their own obstacle course outside / inside the house ● Students will need to crawl underneath, jump over, roll and run from one spot to another 	
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Thursday, 2 April	
<p>Time: 20 min</p>	<p>Materials Required:</p> <ul style="list-style-type: none"> ● Instructions how to play hopscotch https://www.sparklebox.co.uk/3621-3630/sb3626.html#.VOCl8i4jgQk ● Indoor - tiles / marker / string ● Outdoor - chalk / pavement ● Small ball / stone
<p>Learning Goal:</p> <p>Students will design their own hopscotch course and play hopscotch</p>	
<p>Instructions for Learning:</p> <ul style="list-style-type: none"> ● Students will design a hopscotch course - inside or outside the house ● Students will design a pattern and number the blocks ● Student will play a game of hopscotch 	

1

Use chalk to draw a hopscotch design on the ground.

You can use all sorts of different designs:

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2

Throw a small object (such as a stone) onto the first square as a marker. (Next time throw to the second square and so on.)

Rules

- The marker must land in the square and not on a line.
- If you don't get it in you miss a turn.

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3

Hop on each square, but miss out the one with the marker.

Rules

- Only one foot in a square
- Only one foot can touch the ground at once (except when it's a pair of squares).

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4

Turn around on one foot when you reach the end and hop back.

Pick up the marker on your way and give it to the next player.

It's the same rules on the way back!

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Friday, 3 April

Time: 20 min

Learning Goal:

Students will have an Indoor scavenger hunt

Students will need to find all the objects on this list

Materials Required:

- Indoor Scavenger Hunt list
- Pencil
- Bag / container to put objects in

Instructions for Learning:

- Students will use this list to do an Indoor scavenger hunt
- Students need to try to find all these objects
- Students will use a pencil to make a X in the block when they find a specific object on the list
- Students will use a bag / container to put objects in it
- Time yourself, see how long it takes you to find all these objects. - Try to improve your time from the Outside scavenger hunt.

Indoor Scavenger Hunt

COLLECT ALL OF THE FOLLOWING ITEMS
IN A BAG OR BASKET. CHECK THE BOXES
AS YOU FIND EACH ONE.

- A TOY WITH WHEELS
- A BOOK WITH THE FIRST LETTER OF YOUR NAME IN THE TITLE
- A PAIR OF MATCHING SOCKS
- 4 THINGS THAT ARE GREEN
- SOMETHING VERY SOFT
- A TOY SMALLER THAN YOUR HAND
- SOMETHING ROUND
- A BOOK WITH NUMBERS IN IT
- 5 LEGOS THAT ARE ALL DIFFERENT
- A PHOTO OF SOMEONE YOU LOVE
- AN ITEM YOU CAN SEE YOURSELF IN
- AN ITEM THAT MAKES YOU FEEL COZY
- A TOY THAT HAS 3 DIFFERNT COLORS
- A MOVIE THAT HAS "S" IN THE TITLE
- YOUR SNUGGLIEST STUFFED ANIMAL

Ready for snack? Make sure everything gets put back where it belongs!

Exploration Activities

Monday, 30 March

Time: 45 mins

Materials Required:

Learning Goal: Guardians will

- Pen

- Understand what we mean by the “joy of learning” culture principle
- Commit to one action to help enable a culture of “joy of learning” at home

Instructions for Learning:

In today’s lesson, we are going to explore ways we can model, celebrate and enable the “joy of learning” culture principle at home. Let’s read again what we mean by this culture principle:



Joy of Learning: We are life-long learners, and we are fueled by curiosity and discovery.

“I have no special talent. I am only passionately curious.”
- Albert Einstein

Pulse Check.

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

- *I got so absorbed in learning that I lost track of time.*
- *I talked to someone who gave me a new idea or changed my mind.*
- *I took the initiative to learn more about one of my interests.*
- *When I didn’t know the answer to a question, I couldn’t rest until I figured it out.*
- *I explored a completely new idea or topic—just for the fun of it.*

Here is a list of actions you can take at home with your child to model, celebrate and enable a culture of “joy of learning”:

Model it.

- Cheerfully admit that you don’t know what you don’t know: *“I actually don’t know how to do that problem. Let’s look it up together!”*

- However you enjoy exploring your personal interests—books, podcasts, documentaries—share what you like: *“I listened to the most amazing story today. Let me tell you about it!”*

Celebrate it.

- Praise question-asking: *“What a great question! I love the ideas it’s sparking!”*
- Show admiration for wrong answers: *“No, that’s not right. Explain to me how you’re thinking about this!”*
- Build on curiosity expressed as statements: *“I bet that if we use all our pencils we can build a skyscraper!” “That’s cool, let’s see how we can do that!”*

Enable it.

- How can you make more room for curiosity? When planning an activity, factor in time for questions.
- Establish an end-of-day ritual to share one thing each person in the family learned that they didn’t know before.
- Replace close-ended questions (“Is oxygen a component of the air we breathe?”) with open-ended questions (“What is air made of?”).

Commit it.

Which **one** action can you, as a guardian, commit to these coming weeks?

Tuesday, 31 March

Time: 45 mins

Materials Required:

- Pen

Learning Goal: Guardians will

- Understand what we mean by the “high expectations” culture principle
- Commit to one action to help enable a culture of “high expectations” at home

Instructions for Learning:

In today’s lesson, we are going to explore ways we can model, celebrate and enable the “high expectations” culture principle at home. Let’s read again what we mean by this culture principle:



High Expectations: We sweat the small stuff and take pride in what we do. We set goals that others think are impossible and never stop until we achieve them.

“Shoot for the moon. Even if you miss, you’ll land among the stars.”
— Norman Vincent Peale

Pulse Check.

To gauge your current level of grit, consider how true the following statements are for you:

- *I enjoy projects that take years to complete.*
- *I am working towards a very long-term goal.*
- *What I do each day is connected to my deepest personal values.*
- *There is at least one subject or activity that I never get bored of thinking about.*
- *Setbacks don’t discourage me for long.*
- *I am a hard worker.*
- *I finish whatever I begin.*
- *I never stop working to improve.*

Here is a list of actions you can take at home with your child to model, celebrate and enable a culture of “high expectations”:

Model it.

- If you love what you do, let others know. Wear your passion on your sleeve.

- When you fail, openly share your frustration but go out of your way to point out what you learned from the experience.
- Emphasize playing the long game—life is a marathon, not a sprint.

Celebrate it.

- When you see grit, draw attention to it: *“Your work this past quarter has demonstrated enormous dedication. I know it wasn’t always easy.”*
- Praise passion: *“You’re so into this! That’s just awesome!”*

Enable it.

- Show warmth and support. The paradox of grit is that the steely determination of individuals is made possible by the warmth and support of friends, families, teachers, and mentors. Don’t let people you love quit on a bad day.

Commit it.

Which **one** action can you, as a guardian, commit to these coming weeks?

Wednesday, 1 April

Time: 45 mins

Materials Required:

- Pen

Learning Goal: Guardians will

- Understand what we mean by the “always growing” culture principle
- Commit to one action to help enable a culture of “always growing” at home

Instructions for Learning:

In today’s lesson, we are going to explore ways we can model, celebrate and enable the “always growing” culture principle at home. Let’s read again what we mean by this culture principle:



Always Growing: We constantly seek out difficult challenges, share and receive helpful feedback as a gift, and see every failure as an opportunity to learn and grow.

“Ever tried. Ever failed. No Matter. Try again. Fail again. Fail better.”
—Samuel Beckett

Pulse Check

Right now, how true are the following statements for you?

- *After I make a mistake, I always look for ways to learn from it.*
- *I love challenges because they make me smarter.*
- *I truly believe that people can change.*
- *I can always change how intelligent I am.*

Here is a list of actions you can take at home with your child to model, celebrate and enable a culture of “always growing”:

Model it.

- Share stories of when you fell short of your expectations but nevertheless learned an important lesson: *“I made the wrong decision that day. At first, I avoided thinking about it, but eventually I realized I needed to learn from the mistake. What I realized was...”*

Celebrate it.

- Avoid praising your child for being “gifted,” “talented,” or “a natural.” Instead, praise the process of learning: “I’m so proud of you—when you got stuck on the problem, you tried a different way to solve it and didn’t give up!”

Enable it.

- Create authentic opportunities for learning. Give your child meaningful challenges, consistent support, and timely, constructive feedback. To calibrate your efforts, ask them directly: “Let’s set a stretch goal together—what’s something you want to accomplish but can’t do yet? What can I do to help?”

Commit it.

Which **one** action can you, as a guardian, commit to these coming weeks?

Thursday, 2 April

Time: 45 mins

Materials Required:

- Pen

Learning Goal: Guardians will

- Understand what we mean by the “servant leadership” culture principle
- Commit to one action to help enable a culture of “servant leadership” at home

Instructions for Learning:

In today’s lesson, we are going to explore ways we can model, celebrate and enable the “servant leadership” culture principle at home. Let’s read again what we mean by this culture principle:



Servant Leadership: Great leaders always put others before themselves and engage their community with humility and generosity. We see leadership as a way of improving the world, not simply promoting ourselves.

"Be kind whenever possible. It is always possible."

—Dalai Lama

When you act kindly toward others, the benefits go both ways. Small, thoughtful acts—like helping, sharing, listening, or teaching—can change both how you are perceived and how you see yourself. When children are encouraged to be kind, their peers want to spend more time around them. Not only does kindness strengthen social relationships, but it also can show that your choices have an impact and that you have valuable skills (like the ability to make friends). In short, being kind to others is also being kind to yourself.

Pulse Check

Think about yourself. How many of these statements are true for you?

- *I pay attention to what other people want or need to try to figure out how I can help.*
- *I go out of my way to do favors for others, speak up to support them, share what I have, or simply listen when they need a friend.*
- *I consciously make small sacrifices to be kind to others, like taking a few minutes to do an extra chore or listening to a story even if I'm not in the mood for it.*
- *I try to think about how much my actions mean to others instead of how much of a burden they are for me.*

Here is a list of actions you can take at home with your child to model, celebrate and enable a culture of "servant leadership":

Model it.

- When being helpful to others, talk about why you're doing it. Try to include the cue for the behavior and what outcome you anticipate: *"I noticed that you all seem a little down today because it is Monday, so I decided to give the class an extra five minutes of free time to talk to the people around you. I hope that this can help you feel a little more awake and excited to work."*
- Point out things you notice about others, and brainstorm together about things that you can do. *"I notice that Grandma is unhappy when her house is messy. What do you think I could do to help?"*

Celebrate it.

- When you notice kind behavior, try to make clear why it's so generous. *"I saw that you gave your seat up on the bus for the older gentleman. That was very thoughtful of you to choose to stand so that he could sit. I am sure that you helped give him a rest."*
- Work with the young people in your life to become "kindness detectives" who are constantly alert to others' needs or wants.

Enable it.

- Making “If ____, then ____” plans can support habit formation. For example: “*If someone is walking behind me through a door, then I will hold the door for them.*” Planning what to do in future situations can make the decision happen more naturally when they arise.

Commit it.

Which **one** action can you, as a guardian, commit to these coming weeks?

Commit to a servant leadership action by completing this sentence together with your child (one for yourself and one for your child):

If _____ ,

then _____

If _____ ,

then _____

Friday, 3 April

Time: 45 mins

Materials Required:

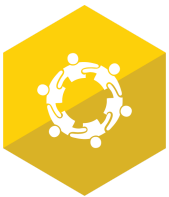
- Pen

Learning Goal: Guardians will

- Understand what we mean by the “greater together” culture principle
- Commit to one action to help enable a culture of “greater together” at home

Instructions for Learning:

In today’s lesson, we are going to explore ways we can model, celebrate and enable the “greater together” culture principle at home. Let’s read again what we mean by this culture principle:



Greater Together: We collaborate with and support our teammates because we believe that we can achieve more together.

“If you want to go fast, go alone. If you want to go far, go together.”
African Proverb

Pulse Check

Think about yourself. How many of these statements are true for you?

- *I have a lot of relationships that are mutually beneficial, enjoyable, and supportive.*
- *Most of the time, I can tell how other people feel and have a good idea about how to respond appropriately.*
- *My relationships make me feel good about myself.*
- *The people in my life help me be my best.*

Here is a list of actions you can take at home with your child to model, celebrate and enable a culture of “greater together”:

Model it.

- Wait your turn before speaking, and when you speak, acknowledge others’ points of view: *“I see why you look at things this way, and it makes sense why you do. But I have a different perspective.”*

- Treat others' feelings with curiosity and validation, not frustration or judgement.

Celebrate it.

- Notice when someone made others feel included and valued: *"It was nice of you to make sure the younger kids had playing time in the game, so they all felt like they had a role."*
- Encourage teamwork and loyalty over hierarchy and competition.
- Reframe conflict as an opportunity to better understand how deeply reasonable people may feel about opposing views: *"Our neighbors voted for another candidate, but we all care about the good of the country; we just have different ideas of how to achieve it."*

Enable it.

- Create opportunities to help everyone feel equal, for example by giving even young family members responsibilities or a say in decision-making, or allowing your child to vote on a family activity.
- Environments in which everyone feels needed and consistently acknowledged help reduce victimization and increase achievement and productivity.

Commit it.

Which **one** action can you, as a guardian, commit to these coming weeks?



Environmental Studies & CRE Activities

Monday, 30 March

Environmental Studies: Myself

Time: 45 minutes

Learning Goal:

Students will:

- Identify the parts of their body
- Draw a picture of themselves and identify the parts

Materials Required:

- Drawing papers
- Drawing utensils (crayons, pencils, markers, etc)
- [Head, Shoulders, Knees & Toes \(Youtube\) - Optional](#)

Instructions for Learning:

- Reminder your child that we learned about parts of the boy this term - do they remember the song “Head, Shoulders, Knees & Toes?”
- Have the student sing the song and do the actions. (Provided in Youtube if needed, linked above)
- Have your child draw a picture of themselves - challenge them to include the following body parts: head, eyes, nose, ears, mouth, neck, body, arms, legs, hands, feet
- Children can provide additional detail if they like. Once they complete their picture, have them describe their picture to you.

Tuesday, 31 March

CRE: Palm Sunday

Time: 45 minutes

Learning Goal:

Students will:

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

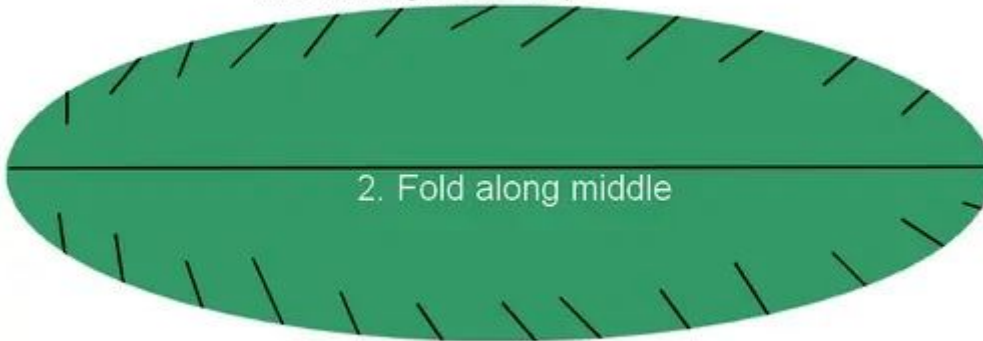
Materials Required:

- Paper
- Scissors
- Bible

Instructions for Learning:

- Have your child make a palm out of paper. Draw the outline for them and have the child cut on the edges. They can use this to wave during the bible story:

1. Cut long oval shape



2. Fold along middle

3. Allow children to cut into edges

- Ask: **What does a normal king look like? What do you imagine a parade would look like for a king that everyone loved?**
- Read **Matthew 21:1-11** aloud. Use an engaging style with a dramatic voice.
- Say: *Wow, this was a big parade – and Jesus deserved it. Remember how he had traveled all over Israel helping people, doing miracles, and telling them about God’s love. Now he was coming to the capitol, the most important city. This was something the Bible had been promising for hundreds of years. It was all finally coming together, and the people were going crazy like they had just won the world cup.*
- *But there was a problem: Jesus was rich like a normal king. He didn’t have a big fancy horse or a big fancy army to go with him in this parade. Did you hear how Jesus fixed that problem?*
 - **Read Matthew 21:1-3 again**
- *Jesus and His disciples were walking towards Jerusalem when Jesus stops them. He sends 2 disciples to get Him 2 donkeys. But He doesn’t say anything about paying for them. They are to go to the village and get a donkey and her colt. If there are any problems...they are just supposed to say that “the Lord needs them” and it will all be fine.*
- *But this wasn’t an accident. This was just what the Bible had promised for hundreds of years. The real king wasn’t going to be fancy, but ride into the city on a donkey ... a donkey he had to borrow.*
 - **Read Matthew 21:4-5 again...**
- *The disciples did what they were told to do. They went and got the donkey and the colt. A big crowd was already showing up and covering the street with their coats and branches from the trees. Remember that they didn’t have paved roads back then – the roads were dirt. They were showing their respect to Jesus by covering the road so that He wouldn’t get dirty.*
- *They cheered for Jesus with words from the Bible. This was a big victory celebration, and everyone was excited to see what would happen next.*
 - **Have your child wave their palm**
- *That was a big commotion! I bet the people in the city were wondering what was happening.*
 - **Read Matthew 21:10-11 again...**
- *Jesus made quite an entrance! People were trying to figure out who He was. Remember, there was no television back then. People had heard about Him, but they had never seen Him before. Notice – they didn’t say that He was the*

Son of God. They called Him a prophet. It was difficult for some of the people of Jesus' time to realize that He was God and that He was going to save them. Even his disciples would be confused and abandon Jesus later that same week.

- *The Bible says that Jesus will come again, but not in a parade on a donkey but in the clouds in full glory.*
 - Ask: **What might this look like?**
 - Remind them that when Jesus comes again it will be to take his place as King of the world. This means we need to decide now if we will believe and follow Jesus. We need to be ready for his return.

Wednesday, 1 April

Environmental Studies: Myself

Time: 45 minutes

Materials Required:

- Drawing papers
- Drawing utensils (crayons, pencils, markers, etc)

Learning Goal:

Students will:

- Name and illustrate their favourite things

Instructions for Learning:

- Instruct your child that they will be making a book of their favourite things. Each page, they will answer a question and illustrate the page. Choose which questions your child will answer - answers could include (feel free to add to this):
 - What is your favorite color?
 - What foods do you like to eat?
 - What is your favourite thing to do?
 - What is your favorite toy?
 - How do you help mum and dad?
 - What do you like to do with your mum and dad?
 - What do you want to be when you grow up?
 - What is your favourite cartoon?
 - What is your favourite movie?
- This activity will be repeated on Friday, so no need to finish it all in one day.

Thursday, 2 April

CRE: The Last Supper

Time: 45 minutes

Materials Required:

- [Jesus washes his disciples' feet \(YouTube\) - Optional](#)

Learning Goal:

Students will:

- Listen to the story of the last supper and brainstorm ways they can be a servant for Jesus

Instructions for Learning:

- Read the story of the last supper (shown below). Optional: Show the video of the story.

On the first day of the Feast of Unleavened Bread, the disciples asked Jesus, "Where would you like us to plan for you to eat the Passover feast?"

Jesus replied to them, "Go into the city and you will find a man. Tell him that we would like to come to his house for Passover."

The disciples did just as Jesus asked, and they found a place and got ready for the Passover.

The evening came, and Jesus and the twelve disciples sat to eat the meal. The disciples were eating quietly because they had a lot on their minds. They were worried. Some people wanted to kill Jesus since he was getting so popular.

Jesus could see the disciples were worried. He said to them quietly, "I tell you the truth, one of you here will betray me."

The disciples looked at each other in shock, and some of them asked Jesus, "It isn't me, is it Lord?"

Jesus replied, "The one who dips his bread into the bowl with me will betray me. I will die, just as it is written, but the man who betrays me will feel sorry forever.

Then Judas, with his head down spoke quietly to Jesus, "It isn't me, is it?"

Jesus answered, "Yes, you are the one."

Judas' head went down even lower; he had hoped that the other disciples had not heard what Jesus said. Luckily, they were paying more attention to Jesus breaking apart some bread.

He thanked God for the bread and shared it with the disciples and said, "Take this and eat it. This is my body which is given for you". Then He took a full cup, thanked God for it and said, "This is my blood, which will be poured out for many people so their sins may be forgiven." They all took a sip from the cup.

The meal continued after this; it was a long celebration. The disciples took their time because they enjoyed talking with Jesus and asking Him questions. (Just like when you go out to eat with your parents and their friends, sometimes they seem to talk forever, and you just want to go home...).

After some time, Jesus got up from the table and went to a different part of the room. He took off his everyday clothes and put a large towel around himself to look like a servant. After that,

he poured water into a large bowl and began to wash the disciples' feet. Then dried them with the towel that was wrapped around Him.

First of all, Jesus is like a King - but even greater than a king: He's the King of Kings! By washing the disciples feet, He was doing something that only a servant would do. This would be like if someone famous came to your house and started to clean your room -- even getting down on their hands and knees to clean under your bed! It probably would never happen.

When it was Peter's turn to get his feet cleaned he said to Jesus, "Lord, are you going to wash my feet?"

Jesus replied, "You don't understand what I am doing, but you will later."

"No," said Peter, "you will never wash my feet." He said this because he didn't feel right having Jesus wash his feet. He knew Jesus was very special.

Jesus replied back to him, "If I don't wash your feet, you cannot be with me."

"Then, Lord," Peter replied, "don't just wash my feet but my hands and head too." Jesus then explained that He only needed to wash his feet; and that, this would make his whole body clean.

When Jesus had finished washing all of the disciples' feet, he put his everyday clothes back on and returned to the table. "Do you understand what I have done for you?" Jesus asked them. "You call me 'Teacher' and 'Lord,' and that is who I am. And now that I have washed your feet, you can also wash one another's feet."

This is an example of how you should treat others. You don't have to actually wash other people's feet, but doing nice things for others and acting like a servant for Jesus, that is what He wants you to do. If you do these things, Jesus will bless you.

- Have your child list special foods that help us remember special occasions: birthday cake, etc. Compare this to the Passover Meal.
- Have your child brainstorm ways they can be a servant for Jesus.

Friday, 3 April

Environmental Studies: Myself

Time: 45 minutes

Learning Goal:

Students will:

- Name and illustrate their favourite things

Materials Required:

- Drawing papers
- Drawing utensils (crayons, pencils, markers, etc)

Instructions for Learning:

- Instruct your child that they will be making a book of their favourite things. Each page, they will answer a question and illustrate the page. Choose which questions your child will answer - answers could include (feel free to add to this):
 - What is your favorite color?
 - What foods do you like to eat?
 - What is your favourite thing to do?
 - What is your favorite toy?
 - How do you help mum and dad?
 - What do you like to do with your mum and dad?
 - What do you want to be when you grow up?
 - What is your favourite cartoon?
 - What is your favourite movie?