



# **NOVA PIONEER**

**SCHOOLS FOR INNOVATORS & LEADERS**

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

**Week of:** April 6 to 9

**Grade:** 3

Recommended Schedule for



**Monday 6 April**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	<b>Spelling</b> Be exposed to, learn, and correctly spell a selection of words	<a href="https://www.kidsa-z.com/main/Login">https://www.kidsa-z.com/main/Login</a>
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	<b>Multiplication and Division HOPSCOTCH!</b>	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	<b>Sarufi</b> Matumizi ya <b>Juu ya</b> na <b>Chini ya.</b>	N/A
11:30 - 12:15	Movement	Minute to win it *EAT THE COOKIE WITH NO HANDS *THREAD THE PASTA * PAPER PLATE TOSS	<a href="https://www.hellowonderful.co/post/minute-to-win-it-games-for-kids/">https://www.hellowonderful.co/post/minute-to-win-it-games-for-kids/</a>
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	<b>Environmental Studies:</b> Water Storage Hunt	N/A
1:45 - 2:30	Exploration	<b>Family Lockdown Challenge</b> Setting a Vision	<a href="https://bit.ly/2R6lblq">https://bit.ly/2R6lblq</a>

Recommended Schedule for



**Tuesday 7 April**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	<b>Writing</b> "Stretch" the sentences by adding more information and making them interesting	<a href="https://www.kidsa-z.com/main/Login">https://www.kidsa-z.com/main/Login</a>
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	<b>Mental Maths</b> Using addition, subtraction, multiplication and division	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	<b>Kusoma Ufahamu Janga la Korona</b>	N/A
11:30 - 12:15	Movement	Minute to win it *ROLL THE MARBLE *PING PONG BALL TOSS * CREATE AN OBSTACLE COURSE	<a href="https://www.hellowonderful.co/post/minute-to-win-it-games-for-kids/">https://www.hellowonderful.co/post/minute-to-win-it-games-for-kids/</a>
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	<b>CRE:</b> The Easter Story	<a href="#">The Easter Story (YouTube) - Optional</a>
1:45 - 2:30	Exploration	<b>Family Lockdown Challenge</b> Setting a Goal	<a href="https://bit.ly/2R6lblq">https://bit.ly/2R6lblq</a>

Recommended Schedule for









**Wednesday 8 April**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	Literacy & Writer's Workshop	<b>Sight Words</b> Identify some common sight words by playing a game	<a href="https://www.kidsa-z.com/main/Login">https://www.kidsa-z.com/main/Login</a>
9:15 - 9:30	Break		
9:30 - 10:30	Mathematics	<b>Numbers to 10 000</b> Comparing and Ordering numbers	N/A
10:30 - 10:45	Break		
10:45 - 11:30	Kiswahili	<b>Kusikiliza Hadithi</b>	<a href="https://www.youtube.com/watch?v=hbzKggL5qKk">Video Tom Sawyer na shani zake.</a> <a href="https://www.youtube.com/watch?v=hbzKggL5qKk">https://www.youtube.com/watch?v=hbzKggL5qKk</a>
11:30 - 12:15	Movement	Minute to win it *BALL STRAW BLOWER RACE *PAPER CUP STACKING * BALANCE THE DIE	<a href="https://www.hellowonderful.co/post/minute-to-win-it-games-for-kids/">https://www.hellowonderful.co/post/minute-to-win-it-games-for-kids/</a>
12:15 - 1:00	Lunch		
1:00 - 1:45	Environmental Studies & CRE	<b>Environmental Studies:</b> Water Storage	N/A
1:45 - 2:30	Exploration	<b>Family Lockdown Challenge</b> Daily Activities & Themed Days	<a href="https://bit.ly/2R6lblq">https://bit.ly/2R6lblq</a>

Recommended Schedule for

 **Thursday 9 April**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:15	 Literacy & Writer's Workshop	<b>JUST FOR FUN</b> Have fun making "Fizzy Blocks" together	<a href="https://www.kidsa-z.com/main/Login">https://www.kidsa-z.com/main/Login</a>
9:15 - 9:30	Break		
9:30 - 10:30	 Mathematics	<b>Fun and Engaging activities for students and their families.</b>	N/A
10:30 - 10:45	Break		
10:45 - 11:30	 Kiswahili	<b>Wasilisho kuhusu Korona.</b> Tufurahie Pamoja Lugha ya Kiswahili.	N/A
11:30 - 12:15	 Movement	Minute to Win It!	<a href="https://www.hellowonderful.co/post/minute-to-win-it-games-for-kids/">https://www.hellowonderful.co/post/minute-to-win-it-games-for-kids/</a>
12:15 - 1:00	Lunch		
1:00 - 1:45	 Environmental Studies & CRE	<b>Drawing Fun!</b>	N/A
1:45 - 2:30	 Exploration	<b>Family Lockdown Challenge</b> Daily Activities & Themed Days	<a href="https://bit.ly/2R6lblq">https://bit.ly/2R6lblq</a>

## Literacy & Writer's Workshop Activities

### Monday, 6 April

**Time:** 45 - 60 minutes

**Materials Required:**

- Spelling worksheet (can be printed once and used throughout the week)

**Learning Goal:**

Students will be able to:

Be exposed to, learn, and correctly spell a selection of words

**Instructions for Learning:**

During Term 1, Students learned numerous new and exciting words to enhance their reading, spelling and writing

Long Vowel O (o, oa and ow)

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>
1. goal	1. _____	1. _____	1. _____	1. _____
2. float	2. _____	2. _____	2. _____	2. _____
3. groan	3. _____	3. _____	3. _____	3. _____
4. below	4. _____	4. _____	4. _____	4. _____
5. elbow	5. _____	5. _____	5. _____	5. _____
6. borrow	6. _____	6. _____	6. _____	6. _____
7. boast	7. _____	7. _____	7. _____	7. _____
8. throat	8. _____	8. _____	8. _____	8. _____
9. loaves	9. _____	9. _____	9. _____	9. _____
10. shadow	10. _____	10. _____	10. _____	10. _____
11. window	11. _____	11. _____	11. _____	11. _____
12. rainbow	12. _____	12. _____	12. _____	12. _____

13. tomorrow	13. _____	13. _____	13. _____	13. _____
14. wheelbarrow	14. _____	14. _____	14. _____	14. _____
15. scarecrow	15. _____	15. _____	15. _____	15. _____
16. toast	16. _____	16. _____	16. _____	16. _____
17. vowel	17. _____	17. _____	17. _____	17. _____
18. coast	18. _____	18. _____	18. _____	18. _____
19. yellow	19. _____	19. _____	19. _____	19. _____
20. bungalow	20. _____	20. _____	20. _____	20. _____
cockroach	_____	_____	_____	_____

- Discuss the meaning of each word (feel free to use an online or hard copy dictionary for this)
- Try to use each of the words in a verbal sentence.
- Practice spelling each of the words individually.
- The spelling words can be practiced daily, at the end of every Literacy activity.
- An optional spelling test can be written at the end of the week.

### Tuesday, 7 April

**Time:** 45 - 60 minutes

**Learning Goal:**

Student will be able to:  
 “Stretch” the sentences by adding more information and making them interesting

**Materials Required:**

- “How to stretch the sentence” (hard or soft copy)
- “Stretch it out!” activity (hard or soft copy with scrap paper)
- Writing instrument (such a pen or pencil)

**Instructions for Learning:**

During Term 1, Students learned and practiced writing interesting sentences and stories.

- Read the “How to stretch the sentence” along with the Student:

# How To Stretch The Sentence



When you stretch out a sentence you provide more information and make the sentence more interesting! You can include all kinds of details. Try using who, what, when, where, why, and how questions. Here are some to get you started:

- What did it look like?
- How did it sound?
- How big/small?
- What happened at the end?
- Who was all there?
- Why did it happen?
- How did it make you feel?
- What did it remind you of?
- When did it happen?
- What did it smell or taste like?
- Where did it happen?
- How fast/slow?

## Example:



The dog barked.



The brown dog barked loudly.



The brown dog barked loudly down the street all night long, and I didn't get any sleep!

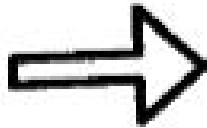
© 2004 Rachel Kern

- Discuss the resource to make sure Students understand what it means to “stretch” a sentence.
- Read the instructions for the practice activity along with Student.
- Students to complete the “Stretch it out!” activity:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Stretch It Out!

Stretch out the sentence by filling in the blanks with details.  
Then write out your finished stretched out sentence.



**Start:** It jumped.

Who? \_\_\_\_\_  
What? \_\_\_\_\_  
When? \_\_\_\_\_  
Where? \_\_\_\_\_  
Why? \_\_\_\_\_  
How? \_\_\_\_\_

Stretched Out Sentence:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Wednesday, 8 April

**Time:** 45 - 60 minutes

**Learning Goal:**

Students will be able to:  
Identify some common sight words by playing a game

**Materials Required:**

- “Snakes and Ladders” game printed
- Dice and place markers such as coloured buttons or small toys

**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.

- Read the instructions with Students to ensure everyone playing understands how to play the game.

**Players:** 2-6

**Instructions:** All players begin on the 'start' box at the bottom of the game.



Roll one die and move your object to the appropriate box. Read each word you move over as you go. If you don't read each word, you must go back to where you started and the next player takes their turn. If a player doesn't know a word he should use his reading strategies. Players can ask other players for help. Each player must find their way to the 'finish' box at the top of the game by reading the words correctly. Avoid landing on the snake heads and sliding down and try to climb ahead by moving up the ladders.

**Variation:** When landing on a word, players can put that word into a sentence as well as reading it.

- Play a game (or two) of the sight word “Snakes and Ladders”



# Fry's First 100 Words Snakes and Ladders



## Game 4

am	call	who	<b>Finish</b>
↑ its	now	ladder find	long ↑
↓ down	day	ladder did	get ↑
↑ come	made	may	part ↑
↑ the	from	by	ladder other ↑
↑ then	my	been	ladder on ↑
<b>Start</b>	at	with	were ↑

- Enjoy!

Thursday, 9 April

**Time:** 45 - 60 minutes

**Learning Goal:**

JUST FOR FUN!

**Materials Required:**

- Baking soda, gelatine, water, food colouring, ice cube tray, vinegar

**Instructions for Learning:**

JUST FOR FUN!

- Collect all the ingredients from the list
- Follow the instructions to make the “Fizzy Blocks” together with Student.
- Feel free to add flavours, colours or textures to the different blocks.

Have fun watching the coloured blocks fizz and then painting together!



## + Mathematics Activities

### Monday, 6 April

**Time:** 60 minutes

**Learning Goal:**

Students will practice multiplication facts for 6, 7, 8 and 9 times tables. They will also find related division facts for 6, 7, 8 and 9.

**Materials Required:**

- Chalk
- [Multiplication Hopscotch](#)

**Instructions for Learning:**

- Everyone knows how to play hopscotch, but by introducing multiplication and division into the mix takes this traditional playground game to the next level.

How to play:

- **Step 1:** Using chalk, draw out hopscotch squares on the ground and in each square, write either multiples of a number, multiplication facts or a related division fact.
- **Step 2:** Each person then hop, skips and counts at the same time, which is a really good way of helping those multiplication facts stick.
- The great thing about this game is this can be done independently or with the rest of the family.
- Here is a link to a video to show how this game is played ~ <https://youtu.be/Yf-vd1lettE>

### Tuesday, 7 April

**Time:** 60 minutes

**Learning Goal:**

Students will use the four number operations to solve mental math problems.

**Materials Required:**

- Deck of playing cards (number cards only and Aces need to be included as they represent the number 1)
- [How to play 24!](#)

**Instructions for Learning:**

- This game is called 24! It is a very simple game that will help your child practice their arithmetic skills. This game requires 2 or more players.
  - **Step 1:** Each player picks 4 number cards at random from the pile.
  - **Step 2:** They then need to find a way to manipulate the 4 digits using any of the 4 operations (+, -, x, ÷) so the end result is 24

For example, if they chose 4, 7, 8, 8, they could do  $(7 - (8 \div 8)) \times 4 = 24$

- **Step 3:** If nobody is able to reach 24, you can make the closest wins!
- Have students write down their calculations and ask them to explain out loud what process they took to get to the answer of 24 each time.
- Here is a link to a video that explains how to play this game ~ <https://youtu.be/HeO0q0cSvx0>

### Wednesday, 8 April

**Time:** 60 minutes

**Materials Required:**

**Learning Goal:**

Students will compare and order numbers using place value.

- [Place value grid](#) (this can easily be drawn onto a sheet of paper)
- Deck of playing cards

**Instructions for Learning:**

- Place value is a crucial skill for children to grasp and this simple card game will help them to do that in a visual and fun way.

How to play:

- **Step 1:** Each player draws a place value grid or receives a template, with the following spaces: Thousands, hundreds, tens and ones.
- **Step 2:** Using a deck of cards 2-10, Ace and picture cards, with 2-10 being worth their digit, Aces being worth 1 and picture cards being worth 0.
- **Step 3:** Players take turns to draw a card from the pile, and each player chooses which column to record the number in. The winner is the person to have the biggest number recorded at the end of the game.
- Repeat 10 times and the person with the biggest number of all at the end of the game... WINS!

### Thursday, 9 April

**Time:** Not specified

**Materials Required:**

**Learning Goal:**

- As per chosen activity

**Instructions for Learning:**

- Parents and students can choose one or more of these [fun and engaging activities](#) to be played independently or as a family.

## 🗨️ Kiswahili Activities (KE)

Monday, 6 April

**Muda:** Dakika 45

**Lengo la Somo:**

Mwanafunzi aweze kutumia “**Juu ya**” na “**Chini ya**” kwa ufasaha.

**Vifaa Vinavyohitajika:**

- Mifano ya sentensi yenye juu ya na chini ya.
- Penseli
- Daftari

**Maagizo ya Somo:**

- Anza kwa kutazama picha hizi kwa makini. Tumia maneno yako kuelezea unachokiona.



1.



2.

Soma sentensi hizi kwa sauti.

1. Simu imewekwa **juu ya** meza.
2. Dada ameingia **chini ya** meza.

3. Paka amekaa **juu** ya kiti.
4. Msafiri amepumzika **chini** ya mti mkubwa.
5. Kalamu zimeanguka **chini** ya dawati.
6. Redio ipo **juu** ya kabati.
7. Vitabu visiwekwe **chini** ya kitanda.

Maelezo zaidi.

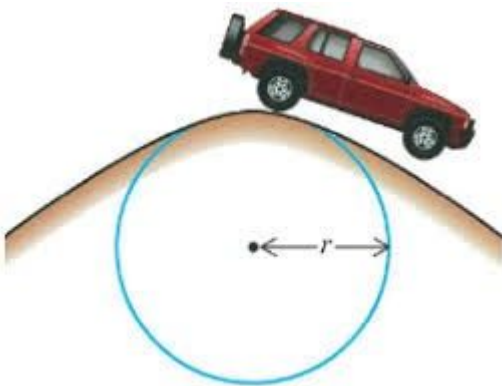
**Juu ya**-maneno haya hutumika kuonyesha kuwa kitu kipo upande usio wa chini wa kitu kingine.

**Chini ya**-Maneno haya hutumika kuonyesha kuwa kitu hakipo upande wa juu wa kingine.

**Zoezi. Tumia juu ya au chini ya kukamilisha**



1. Mvulana anasomea \_\_\_\_\_ mti.



2. Gari linaonekana \_\_\_\_\_ mlima.



3. Simu imewekwa \_\_\_\_\_meza.



4. Mkoba wangu upo \_\_\_\_\_dawati.



5. Vifaa vyetu vya kuchezea vimewekwa \_\_\_\_\_meza.

### Tuesday, 7 April

**Muda:** Dakika 45

**Lengo la Somo:**

Mwanafunzi aweze kusoma ufahamu na kuyajibu maswali kutoka katika ufahamu huo.

**Vifaa Vinavyohitajika:**

- Kifungu cha ufahamu.
- Penseli

**Maagizo ya Somo:**

**Janga la Korona.**

## Hiki ni kirusi cha aina gani?

Corona ni jamii kubwa ya virusi vinavyosababisha maradhi kwa wanyama na binadamu. Kwa binadamu, jamii kadhaa za virusi vya Corona vinafahamika kusababisha maambukizi kwenye njia ya hewa na mfumo wa upumuaji. Maradhi yaliyowahi kusababisha madhara makubwa kutokana na virusi vya Corona ni pamoja na MERS na SARS yaliyozuka mwanzoni mwa miaka ya 2000. Kirusi cha Corona kilichogundulika hivi karibuni kinasababisha ugonjwa unaofahamika kama COVID-19.

## COVID-19 ni nini?

COVID-19 ni ugonjwa wa kuambukiza unaosababishwa na virusi vya Corona. Virusi hivyo vipya havikuwa vikifahamika hapo kabla na sayansi ya tiba. Na vilianza nchini China mwezi Disemba mwaka 2019.



## Dalili za Corona ni zipi?

Dalili kuu za Corona ni pamoja na Homa kali, Uchovu na Kikohozi kikavu na zinatokea taratibu. Dalili kubwa na inayoweza kutia hofu, ni mtu kukosa pumzi. Lakini isikutishe, ni mtu 1 pekee kati ya watu 6 walioambukizwa virusi vya Corona hufikia dalili hiyo ya hatari. Na asilimia 80 ya walio na virusi hivyo hupata nafuu bila kuhitaji msaada wa matibabu.

## Makundi yaliyo kwenye hatari zaidi ni yapi?

WHO inasema wazee na watu wenye magonjwa ya kudumu kama Shinikizo la Damu, Kisukari, Matatizo ya Figo ndiyo walio kwenye hatari zaidi ya kuathika pindi wanapopatwa na virusi vya Corona. Watu wa umri wa wastani na wenye afya imara wanaweza kupata virusi vya Corona na kupona bila kuhitaji matibabu.

## Virusi vya Corona vinasambaa vipi?



Watu wanaweza kupata Virusi vya Corona kutoka kwa watu walioambukizwa. Virusi vinaweza kusambaa kupitia maji maji kutoka kwenye pua au mdomo wa aliyeathirika. Iwapo mtu anagusa maji maji kama mafua, mate na makohozi ya mtu aliye na virusi na kisha kujigusa mdomo, macho na pua anaweza kupata virusi vya Corona.

## Ninaweza kujikinga vipi na Virusi vya Corona?

1. Nawa vizuri na kila wakati mikono yako kwa maji ya vuguvugu, sabuni au dawa za kuua vijijidudu kwa angalau sekunde 20.
2. Kaa umbali wa angalau hatua mbili (2) kutoka mtu anayepiga chafya au kukohoa.
3. Epuka kushika macho, pua na mdomo kwa mikono isiyu safi kwa sababu mikono hushika sehemu nyingi na ni rahisi kubeba vimelea vya maradhi.
4. Hakikisha wewe, na walio karibu yako wanazingatia ustaarabu wa kuzuia pua na mdomo wakati wa kukohoa au kupiga chafya.
5. Baki nyumbani ikiwa hujisikii vizuri. Iwapo una mafua makali, homa, kikohozi na kushindwa kuhema nenda hospitali kwa sababu huko wataalamu watakupatia msaada muhimu
6. Epuka kuwa sehemu yenye msongamano, kama vyombo vya usafiri, maduka na maeneo yenye mgandamizo wa hewa.
7. Nunua kifunika mdomo na pua na kukivaa ukiwa kwenye mikusanyiko.
8. Fuatilia taarifa za afya na matangazo yake kuhusu virusi vya Corona.

### Kwanini watu wanawekwa karantini?

Kwa ufupi neno Karantini linamaanisha kuwa chini ya uangalizi. Watu wenye dalili au wanaotokea maeneo yenye maambukizi makubwa ya virusi vya Corona hulazimikwa kuwekwa karantini (kutengwa na watu wengine) ili kufuatilia afya yao kwa karibu na kuzuia kueneza virusi. Ukiambiwa unapaswa kuwekwa Karantini, usiogope. Ni kwa ajili ya afya yako na wengine.

### Virusi vya Corona vina tiba?

Hadi sasa hakuna tiba au chanjo dhidi ya virusi vya Corona lakini kwa sababu virusi hivyo vinaleta dalili mfano wa zile za mafua makali, mchanganyiko wa tiba unatumika kupunguza athari za virusi vya Corona.

### Ninapaswa kuwa na hofu?

Hapana. Hupaswi kuogopa wala kuwa na hofu. Bali unapaswa kuchukua tahadhari. Kila mtu duniani yuko kwenye uwezekano wa kupata virusi vya Corona lakini kama tulivyokufahamisha, athari zake bado hazitishi. ***(Taarifa hii imetolewa kutoka katika wavuti wa Idhaa ya***

***Kiswahili ya DW) Unaweza soma taarifa zaidi hapa <https://p.dw.com/p/3ZMuk>***

### Maswali.

1. Virusi vya Korona husababisha ugonjwa upi? \_\_\_\_\_
2. Kisa cha kwanza cha virusi vya Korona kiliripotiwa nchi gani? \_\_\_\_\_
3. Taja dalili zozote tatu za ugonjwa wa COVID-19.
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
4. Taja njia zozote tano za kujikinga dhidi ya virusi vya Korona.
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

### Wednesday, 8 April

**Muda:** Dakika 45

**Lengo la Somo:**

Mwanafunzi aweze kusikiliza hadithi na kujibu maswali kutoka katika hadithi hiyo.

**Vifaa Vinavyohitajika:**

- [Video Tom Sawyer na shani zake.](https://www.youtube.com/watch?v=hbzKggL5qKk)
- <https://www.youtube.com/watch?v=hbzKggL5qKk>
- Daftari
- Penseli.

**Maagizo ya Somo:**

- Je, unaikumbuka hadithi yoyote ile? Itumie kuandika maelezo haya.

1. Jina la hadithi\_\_\_\_\_.
2. Wahusika katika hadithi hiyo walikuwa\_\_\_\_\_,\_\_\_\_\_na\_\_\_\_\_.
3. Nini kilikushangaza sana katika hadithi hiyo.\_\_\_\_\_

- **Sasa tazama na usikilize kwa makini hadithi ya Tom Sawyer zake.**
- Itachukua muda wa dakika 14.

**Maswali.**

1. Tom Sawyer aliishi na shangazi yake aliyeitwa?\_\_\_\_\_
  2. Tom alipewa adhabu gani baada ya kukataa kwenda shuleni?\_\_\_\_\_
  3. Tom alikuwa na marafiki wawili. Majina yao ni\_\_\_\_\_na\_\_\_\_\_.
  4. Ni jambo lipi limekushangaza katika hadithi hii?\_\_\_\_\_
- \_\_\_\_\_

**Zoezi la Hiari.**

Chora Tom Sawyer na marafiki zake wawili katika kisiwa.  
Baada ya kuchora tia rangi kwenye michoro yako ili ipendeze.

### Thursday, 9 April

**Muda:** Dakika 45

**Lengo la Somo:**

Lengo la kipindi hiki ni kufurahia jinsi lugha ya Kiswahili inavyotumika katika kukabili masuala ibuka kwa mfano

**Jango ya Korona.**

**Vifaa Vinavyohitajika:**

- Usaidizi wa watu wa familia.
- Simu ya kurekodi video.

**Maagizo ya Somo:**

- Katika kipindi hiki mwanafunzi atahitajika kuwa mbunifu (be creative) ili aunde wasilisho la Kiswahili na kurekodiwa katika video.
- Mwanafunzi anaweza kuchagua jambo lolote lile kwa mfano;
  - kuigiza
  - kuimba wimbo wake alioutunga wimbo unaweza kuwa wa mtindo wowote ule hata 'Rap' bora utumie lugha ya Kiswahili.
  - kutunga na kukariri shairi.
  - kuigiza usomaji wa taarifa.

**Mambo ya kuzingatia.**

1. Video iwe na urefu wa kati ya dakika moja na dakika mbili (1-2 minutes in length)
2. Ujumbe uwe unataja jinsi ya kujikinga dhidi ya Virusi vya Korona.
3. Ujumbe uwe katika lugha ya Kiswahili.
4. Mwanafunzi arekodiwe akiwa peke yake ispokuwa pale panapohitajika mtu mwingine katika wasilisho hilo.
5. Video ichukuliwe tayari kutumiwa mwalimu wa Kiswahili ili aitathmini na iwapo imefikia kiwango cha ubora inaweza kusambazwa.

Kila la Heri!!!!!!!!!!!!!!!!!!!!!!

## Movement Activities

Monday, 6 April

**Time:** 20-30 min

**Learning Goal:**

Students will compete in a minute to win it competition with family members

Students will eat a cookie without using their hands

Students will pick up macaroni with a piece of spaghetti without their hands

Students will toss a paper plate and see how many they can get in

**Materials Required:**

- Any cookie (round cookie - Oreo)
- Macaroni - 5 pieces per person
- Spaghetti - 1 per person
- Toilet roll / Paper towel roll
- Paper plates
- Scissor
- Tape
- Family members
- Stopwatch
- Paper
- Pen

**Instructions for Learning:**

- Students will play minute to win it:

**EAT THE COOKIE WITH NO HANDS**

- Place a cookie on your forehead and try to eat it without hands.
- The person who can catch the cookie in their mouth in the shortest time wins.
- Note this was extremely difficult with an Oreo cookie which is what we used! Try it with a smaller cookie maybe animal cracker



**THREAD THE PASTA**

- You will need spaghetti noodles and penne pasta

- Lay out some penne on a table and give each child a spaghetti noodle to place in their mouth.
- Winner is the one who can thread the most penne pasta in the shortest time only using their mouth.



#### PAPER PLATE TOSS

- Take a paper towel roll and tape to the floor. Cut out inner circles from various paper plate sizes. Do a paper plate toss.
- How many can you get in in how many seconds/minutes? Make it more challenging by scooting further back!



**Tuesday, 7 April**

**Time:** 20-30 min

**Learning Goal:**

Students will continue with minute to win it game

Students will need to keep the marble on the ramp for as long as possible

Students will need to bounce the balls so that it falls on top of the containers

Students will walk through an obstacle course without touching / breaking the tape

**Materials Required:**

- **Plastic spoon**
- **Marble / any small round object**
- **Cardboard / shoe box / tray / cutting board**
- **Paper tubes / rolls - different heights / containers**
- **Tape**
- **Foil**
- **Light ball / ping pong balls / Foil balls / Balls made out of plastic**
- **Stopwatch**
- **Family members**

**Instructions for Learning:**

- Minute to win in competition:

**ROLL THE MARBLE**

- You will need a plastic spoon and marble
- A slanted base, you can use use a slanted long cardboard box
- Use the back of the spoon to keep the marble from rolling off.
- Winner is the one who can keep the marble on the ramp the longest time.



**PING PONG BALL TOSS**

- Use varying paper tubes in heights and use painter's tape to tape down the floor or you can even insert them on top of a cardboard box and hot glue down. Place foil over the opening and ping pong balls on top so they don't fall down.
- Tip: If you have large colored plastic balls you don't need the foil. Use a ball or make your own (we crumpled a piece of leftover foil!) to knock down the balls. Or if you have a Nerf Gun, you can use that too.



### CREATE AN OBSTACLE COURSE - Using Crepe Paper

- Take a roll of crepe paper and tape lines across a hallway wall. Zig the lines high and low. Encourage kids to walk through without breaking the crepe paper!



**Wednesday, 8 April**

**Time:** 20-30 min

**Learning Goal:**

**Materials Required:**

- Paper tubes / any long round shape
- Straws
- Light balls / Ping pong balls

Students will continue with minute to win it game

Students will blow a ping pong ball as fast as they can

Students will stuck the paper cups as high as they can in a minute

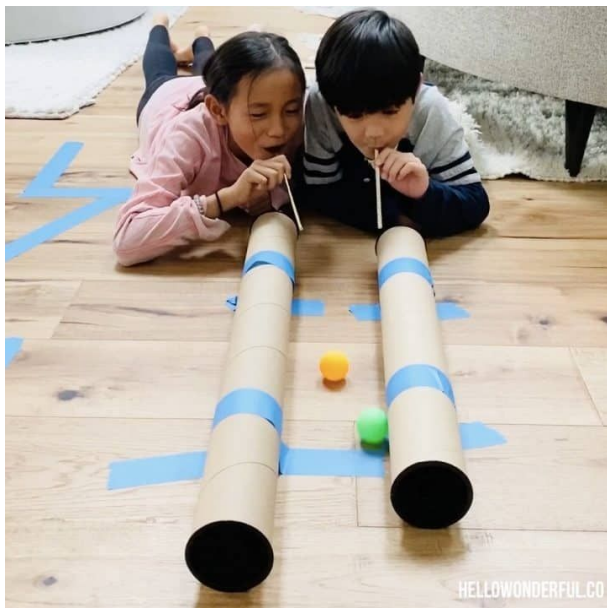
Students will balance as many dices as possible on a popsicle stick in a minute

- **Paper cups / plastic cups**
- **Popsicle sticks - 1 per person**
- **Dices / marshmallows / any flat porridge / biscuits**
- **Stopwatch**
- **Family members**

### **Instructions for Learning:**

#### **BALL STRAW BLOWER RACE**

- Take two paper tubes and tape to the floor. Give each kid a straw and do a ping pong ball race!
- If the ping pong is too easy to blow, use a heavier ball or object. Test out different ones – the experimentation in creating different variations of games is also fun!



#### **PAPER CUP STACKING**

- Recycle and reuse paper cups into a fun stacking game. How high can you go?! Get the little ones to help bring and stack cups too!



### BALANCE THE DIE

- You will need at least 8-10 dice
- Popsicle sticks (the slightly wider ones are great)
- Winner is the one who can balance the most die in the shortest time.



**Thursday, 9 April**

**Time:** 20-30 min

**Learning Goal:**

Students will continue with minute to win it game

Students will move five cotton balls from one bowl to another in one minute

**Materials Required:**

- **Bowls**
- **Cotton wool**
- **Round objects / balls / ping pong balls**
- **Tissue box / small box**
- **String**
- **Spoons**

Students will move a round object from one bowl to another with a spoon in their mouth

Students will shake balls out of a box by tying it to their body

### Instructions for Learning:

#### NOSE DIVE

- The secret weapon in this game? Petroleum jelly dabbed on the nose. Using their noses (no hands allowed), players must move five cotton balls from one bowl to another, before the minute is up.



#### SCOOP IT UP

- Move six ping pong balls from one bowl to another, using only a spoon. Again, like some of the other minute to win it games, the kids can't use their hands. Instead, each child will use a spoon—in their mouth



#### SHAKE THE BALLS

- You will need an empty tissue box paper, panty hose, ping pong balls
- Create two holes on either inside ends of the tissue box, thread your panty hose through and tie to a kid's waist with the open part of the tissue box

opening facing out. Stuff ping pong balls inside until full (remember the count as each team will need the same).

- Shake as many balls out in 60 seconds!
- Winner is the one who shakes the most balls out in the shortest amount of time.



## 🚩 Exploration Activities

Monday, 6 April

**Time:** 45 mins

**Learning Goal:** Students & guardians will

- Set a vision for their 21 day lockdown challenge

**Materials Required:**

- Survival Guide  
<https://bit.ly/2JvWmLv>

This survival guide was put together by our superstar dean of instruction at Midrand called Tsholo. Please contact Tsholo ([tmoyo@novapioneer.com](mailto:tmoyo@novapioneer.com)) if you have any questions about this survival guide or just want to give him your appreciation.

**Instructions for Learning:**

# 21 DAY LOCKDOWN SURVIVAL KIT



## Connectedness

The next few weeks are probably going to feel long and stressful, and they might even lead to a little cabin fever here and there, but we have the solution for that.

The next few weeks are a great opportunity to not only spend time with your children, but actually get to know them and help them develop their EQ a little bit more daily.

This survival kit has a few daily activities and ideas that can help with connecting with your child and also remind them of our culture principles while their home.

Happy connecting!



# Day 1

## *Setting a Vision*

Setting boundaries and parameters for the home is very important. The next 21 days will require the whole family to come together and make the stay at home as palatable as possible for everyone involved **(not just parents)**. Start by setting the vision for the whole family together. Ask questions like:

- What does a happy space look like for you?  
(1 word)
- How should we treat each other?
- What does our home look during these 21 days?

Use the list of words to create one common statement for your families vision  
eg. We commit to...



## Tuesday, 7 April

**Time:** 45 mins

**Learning Goal:** Students & guardians will

- Set a goal for their 21 day lockdown challenge

**Materials Required:**

- Survival Guide  
<https://bit.ly/2JvWmLv>

This survival guide was put together by our superstar dean of instruction at Midrand called Tsholo. Please contact Tsholo ([tmoyo@novapioneer.com](mailto:tmoyo@novapioneer.com)) if you have any questions about this survival guide.

### Instructions for Learning:

# Day 1

## Setting Goals

Now the next few weeks might feel like they are dragging for the whole family, but not if each person uses this time to set a goal for themselves that they would like to reach by the end of the lockdown. This is also an opportunity to develop your child's interests and also assist them in obtaining new, healthy habits.

*Remember, it takes 21 days to start a new habit*

### Here are a few things to take into consideration:

- The goal needs to be attainable in 3 weeks and require effort to obtain.
- The whole family needs to set a specific goal (losing weight, writing, learning how to cook etc)
- It is important to keep at it! DO NOT GIVE UP!
- Write everyone's goal and put it on the fridge so that the whole family can refer back to it

#ALWAYSGROWING



## Wednesday, 8 April

**Time:** 45 mins

**Learning Goal:** Students & guardians will

- Choose a daily activity from the lockdown challenge booklet
- Continue with the lockdown challenge throughout the holidays

**Materials Required:**

- Survival Guide  
<https://bit.ly/2JvWmLv>

This survival guide was put together by our superstar dean of instruction at Midrand called Tsholo. Please contact Tsholo ([tmoyo@novapioneer.com](mailto:tmoyo@novapioneer.com)) if you have any questions about this survival guide.

### Instructions for Learning:

#### Daily Activities

Creating daily activities for you and your child/ren will set a tone of consistency in the household and also allow kids to start taking ownership of certain tasks that will empower them a bit more. Your options are

- Morning Meeting
- Jar fillers / Shout outs
- Behaviour Management Chart
- Hugging Vouchers
- Family Recipe Book
- Dinner Talk

**Commit to one daily activity.**

#### Themed Days

Try these activities daily to bring joy and fun around the household and set a routine that will keep the whole family engaged and entertained while being reflective.

**Commit to one themed day per week.**

For all the goodies, please see this link: <https://bit.ly/2JvWmLv>

## Thursday, 9 April

**Time:** 45 mins

**Learning Goal:** Students & guardians will

- Choose a daily activity from the lockdown challenge booklet
- Continue with the lockdown challenge throughout the holidays

**Materials Required:**

- Survival Guide  
<https://bit.ly/2JvWmLv>

This survival guide was put together by our superstar dean of instruction at Midrand called Tsholo. Please contact Tsholo ([tmoyo@novapioneer.com](mailto:tmoyo@novapioneer.com)) if you

	have any questions about this survival guide.
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**Instructions for Learning:**

- See instructions from Wednesday- choose another activity from the lockdown challenge booklet!

## Environmental Studies & CRE Activities

**Monday, 6 April**

*Environmental Studies: Water*

**Time:** 45 minutes

**Materials Required:**

- N/A

**Learning Goal:**

Students will:

- Identify where water is stored on the compound
- Check to see if the water storage is secure

**Instructions for Learning:**

- Ask: **What are some ways that we can protect water containers? What did you learn in school?**
  - We put fences around water tanks to protect them
  - We cover water tanks to keep contaminants out.
  - We clean water tanks when they get dirty.
  - We only fill from the tap, not the top of the tank.
- Ask: **Where is the water stored in our compound / home?** If safe to do so, have your child go and visit the water storage container.
- Have your child identify whether the water is being stored safely and report back.

**Tuesday, 7 April**

*CRE: Easter*

**Time:** 45 minutes

**Materials Required:**

- [The Easter Story \(YouTube\) - Optional](#)
- Bible
- Colouring materials
- Scissors

**Learning Goal:**

Students will:

- Listen to the Easter story
- Complete an Easter word activity
- Create a cross with an Easter message

**Instructions for Learning:**

- Read the Easter story below, or watch the Easter story video.

Scripture: Mark 16:1-8; John 20:1-18

Early in the morning Mary Magdalene and two other women walked to the edge of town. They were very sad because Jesus had died on a cross. They were going to the place where He had been buried.

As the women walked, they talked to each other. "Who will roll the heavy stone from the door of the tomb?" one of the women asked. "We are not strong enough to move such a large stone."

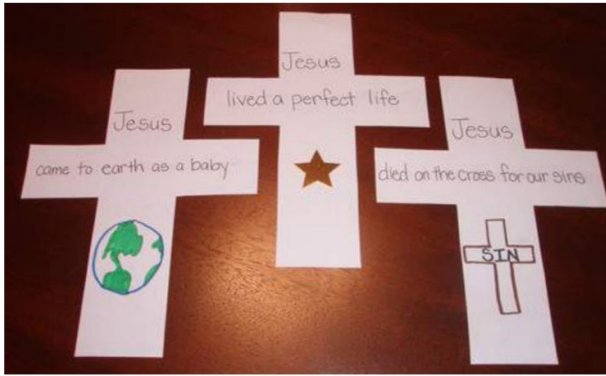
When the women arrived at the tomb, the big heavy stone was already rolled away from the door. They looked inside, but Jesus was not in the tomb. The women were afraid! A young man dressed in a white robe said: "Do not be afraid. Jesus is not here. Go and tell Jesus' helpers that He is alive."

Mary and the other women ran from the tomb. Mary found two of Jesus' helpers-Peter and John. Mary said: "Peter! John! Jesus is not in the tomb! I don't know where they have taken Him."

Peter and John could hardly believe what Mary was saying. They hurried back to the tomb with Mary. They looked inside, but they did not see Jesus anywhere! Jesus was not there. Peter and John went home. But Mary stayed nearby crying.

"Why are you crying?" she heard someone ask. Mary did not know that the man speaking to her was Jesus. He spoke her name. "Mary," He said. Then, Mary knew that the man was Jesus! Jesus was standing right there-close enough to touch. Jesus told Mary to go tell His helpers that she had seen Him. Mary rushed to tell Jesus' helpers that she had seen Jesus and that He was alive!

- Explain what we learn from this story:
  - **LOVE:** Jesus loved the world so much that He laid down His life for us. He would not have come to Earth unless he loved us so much. While we may do things that make His heart sad, there is nothing we can do to lose His love. His love is greater than any other love we know, and He even loves us more than anyone else.
  - **SACRIFICE:** While Jesus could have come to Earth to live as a king, he took on a simple life. He came as a baby, and He didn't even have clothes. The entire reason that Jesus came here is for us. He came to die on the cross for us because He loved us so much.
  - **FRIENDSHIP:** Jesus was the ultimate friend. He loved his own friends even when they were horribly mean to Him. When they lied about Him and hurt Him, He still loved them. Jesus also spent lots of time with them. Before Jesus died on the cross, one of the most important things He did was eat with His special group of friends called the disciples.
  - **REDEMPTION:** The purpose of Jesus coming to die on the cross for us is so that we could live with Him in heaven. He didn't have to come. He didn't have to die. He did it because He loves us and wants to spend eternity with us.
- Have your child complete the fill-in-the-blank Easter worksheet (see next page).
- Have your child cut a cross from paper and decorate it with an Easter message (see image below)



## What Happened on Good Friday?

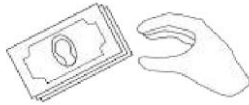


Jesus died on the cross to pay for my sins.

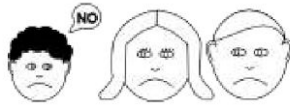
This means that I can pray and ask God to forgive my sins.



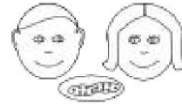
**What are sins?** A sin is anything I do that doesn't please God.  
Circle each picture that shows a sin.



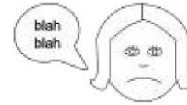
stealing



talking back to my parents



sharing



lying

**Why did God send Jesus to die for our sins?** Because he loves us.  
Complete the verses about God's love for us.



love



Son



world

God \_\_\_\_\_d the \_\_\_\_\_ so much that he gave his only \_\_\_\_\_,



so that everyone who believes in him may not die but have eternal life. John 3:16

God showed his \_\_\_\_\_ for us by sending his only \_\_\_\_\_ into the \_\_\_\_\_,



so that we might have life through him. 1 John 4:9

He \_\_\_\_\_d us and sent his \_\_\_\_\_ to be the means by which our sins are



forgiven. 1 John 4:10

**Wednesday, 8 April**  
*Environmental Studies: Water*

**Time:** 45 minutes

**Learning Goal:**

Students will:

- Draw a picture of a secure water storage tank, and write the measures taken to keep the water secure

**Materials Required:**

- Drawing paper
- Drawing materials (crayons, coloured pencils, markers, etc)

**Instructions for Learning:**

- Ask your child to remember the ways that we keep water containers secure.
- Have your child write these ways on a paper.
- Then, have your child draw a picture showing water being stored safely. They should label their drawing with the ways the container is safe.

**Thursday, 9 April**

*Fun Day*

**Time:** 45 minutes

**Learning Goal:**

Students will:

- Participate in a Drawing Challenge!

**Materials Required:**

- Colouring materials

**Instructions for Learning:**

- Draw a picture using one of the following prompts:
  - Draw yourself doing your favourite thing, in your favourite place, with your favourite people!
  - If you could have any animal pet, what would it be and what would its name be? Draw it!
  - Draw your favourite animal doing something a human does! Brushing their teeth, driving a car, playing an instrument - anything works!
  - There are millions of fish in the sea. Create your own type of fish! Give it a name and create a home in the sea for your new type of fish!