

RISE



Raising Imhotep
CULTIVATING THE GENIUS

A top-down view of various school supplies scattered on a light-colored wooden surface. The items include a spiral-bound notebook with a grid pattern, a small red ladybug figurine, a green USB cable, a black smartphone, a green frog figurine, several colored pencils (orange, green, yellow), a pair of blue-handled scissors with red blades, a green stapler, a yellow stapler, a yellow sticky note, a black tablet, and a yellow paper fan with red and white patterns. The text 'ORIENTATION & INTRODUCTORY CURRICULUM GUIDE' is overlaid in the center in a bold, black, sans-serif font.

ORIENTATION & INTRODUCTORY CURRICULUM GUIDE

**TALITHA
ANYABWELÉ**

AN INTRODUCTION TO
HOMESCHOOLING AND THE
RISE CURRICULUM FOR
ELEMENTARY IMANI GENIUSES



RISE

ORIENTATION & INTRODUCTORY CURRICULUM GUIDE

This pack will include:

- Introductory weekly overview with daily schedules of activities to execute in a 10 day cycle PreK-5th Grade.
- Daily overview for each lesson.
- Links to support videos and audio files.
- Access to RISE Facebook Group for Q&As and community sharing.
- Supplemental resources like worksheets, samples, Sankofa cards, etc.
- Vegan meal plan.



EDUCATION YOUR WAY: AN INTRODUCTION TO HOMESCHOOLING

Dear RISE Families,

Welcome to the Raising Imhotep Scholars of Excellence community, RISE, where we collectively support, encourage, and learn from each other in our respective learning styles through a shared scope and sequence. Whether you've been thrust into the sphere of homeschooling by an unforeseen change in circumstance or you're continuing a path of navigating your child's education, I'm grateful to share this journey with you.

For the next few weeks, we are going to break from the norm, which will actually benefit us all. We are going to honor the time we have to spend with those we love most, and delve into the joy of exchanging with our children. We are not just their teachers. They will also be ours. They will instruct us on what they are ready to learn and how they best learn. They will educate us on the virtues of patience, diligence, and resilience. We will explore different methodologies, and for those who have had their learning styles assessed, we will stretch and reach them where they are and propel them as far as they are willing and able to soar.

As you matriculate through these lesson plans, please remember these points:

- You can do it! The truth is, you're already doing it. As parents and guardians, you are the first and most essential educators for your children. You can (continue to) do this.
- This will not look, feel, or resemble traditional school. As difficult as it may be, you are about to experience a crash course in "unschooling." Embrace it. It's going to be fun!
- As long as you are exchanging with your children, they are learning. As parent educators, we must be intentional about ensuring the exchanges are positive, but they don't always need to be traditionally academic.
- There is more than one right way. You will not teach your children like anyone else does, and that's not only OK, it's exactly what they need.
- You may or may not complete everything in this scope and sequence. Your child may have learned it all already or they may have never seen any of it at all. They may not do every worksheet or task. They don't have to because they will still learn and grow. The RISE curriculum focuses on a depth of understanding, rather than checking off boxes.
- Give yourself grace. There will be challenging moments. You and your child may become restless or frustrated. In those moments, "grace yourself" and your child.
- Adjust as necessary. These plans were written with all of our children in mind. That's my job. You will execute them with only your child(ren) in mind. That's your job. Let's work together.

"Knowledge is like a garden: if it is not cultivated, it cannot be harvested."

—Guinean Proverb

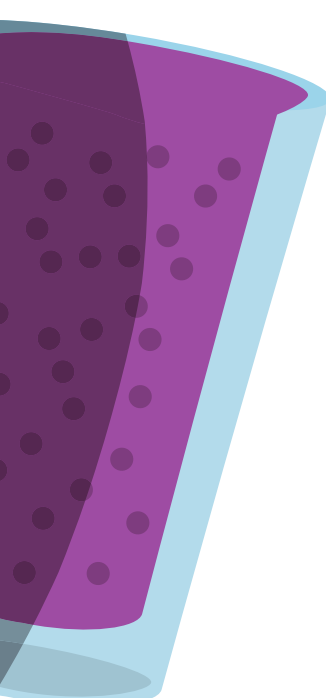
Cultivating the Genius...the Imani Genius



THE HEALTHY ONES


A HEALTHY MIND THRIVES IN A HEALTHY BODY.

Eat



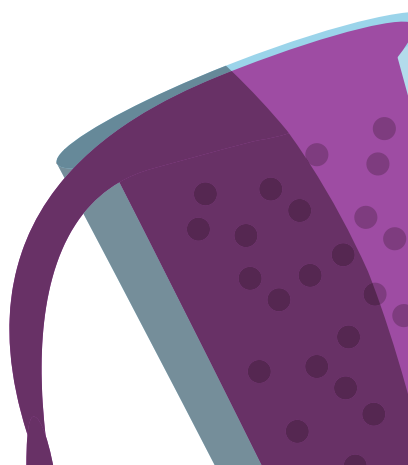

Introduce the concept of eating whole foods to your Imani Geniuses. Teach them the source of everything they eat. Create delicious new recipes or follow the following menu options.

Play



Help them understand how what they eat impacts their body's performance. One of our favorite activities is creating a Plant-Based Food Pyramid to teach Imani Geniuses which foods provide which nutrients. Play with them in their kitchen or yours by trying to make a fully balanced meal.

Learn



Teach them of their super power to grow their own food by planting your own fruit and vegetable garden. Help them make daily observations as it grows. Rejoice in your harvest. Learn about the process of seed to plate.



VEGAN MEAL PLAN

IMMUNE SYSTEM BUILDER

MONDAY - FRIDAY | FREE DAYS ON SATURDAY - SUNDAY

Week 1

BREAKFAST

LUNCH

DINNER

SNACKS

MON

OATMEAL
BERRIES,
CINNAMON
BLACK SEED OIL

ROASTED
SWEET POTATO
KALE OR FRESH
SPINACH SALAD
FRESH JUICE

STIR-FRIED
VEGETABLES WITH
TURMERIC & FRIED
BROWN RICE

FROZEN
BANANA ICE
CREAM WITH
MIXED BERRIES

TUE

CITRUS FRUIT
MELANGE WITH FRESH
MINT
VEGAN MONKEY
BREAD
WARM LEMON-HONEY
WATER
ELDERBERRY

STIR-FRIED
VEGETABLES WITH
TURMERIC & FRIED
BROWN RICE

BLACK BEAN & RICE
BURRITO WITH
VEGAN CHEESE,
SAUTEED VEGGIES,
HOMEMADE
GUACAMOLE

CELERY WITH
SUNFLOWER
BUTTER AND
DRIED
CRANBERRIES
(LADYBUGS ON
A LOG)

WED

VEGAN
BREAKFAST
MUFFINS &
FRESH BERRIES
BLACK SEED OIL

BLACK BEAN & RICE
BURRITO WITH
VEGAN CHEESE,
SAUTEED VEGGIES,
HOMEMADE
GUACAMOLE

VEGAN MAC &
CHEESE,
SAUTEED
BROCCOLI

FUNKY MONKEY
WRAP -
SUNFLOWER
BUTTER
SPREAD ON
TORTILLA WITH
SLICED BANANA
INSIDE

THU

FRUIT & SPINACH
SMOOTHIE
WAFFLES WITH FRUIT
STACK
ELDERBERRY

VEGAN MAC &
CHEESE,
SAUTEED
BROCCOLI

VEGGIE SPAGHETTI
WITH HOMEMADE
SAUCE OF BLENDED
TOMATOES, SPINACH,
CAPSICUM, GARLIC &
BASIL & GARLIC BREAD

SLICED APPLES
SPRINKLED
WITH
CINNAMON
WITH GRANOLA
BARS

FRI

VEGAN
PANCakes AND
SIMMERED
APPLES WITH
CINNAMON
BLACK SEED OIL

VEGGIE
SPAGHETTI &
GARLIC BREAD

HOMEMADE VEGAN
PIZZA USING NAAN,
TOMATO SAUCE,
VEGAN CHEESE, AND
VEGGIE TOPPINGS OF
CHOICE

SLICED
CUCUMBERS,
APPLES,
CRACKERS
WITH
SUNFLOWER
BUTTER,



VEGAN MEAL PLAN

IMMUNE SYSTEM BUILDER

MONDAY - FRIDAY | FREE DAYS ON SATURDAY - SUNDAY

Week 2

BREAKFAST

LUNCH

DINNER

SNACKS

MON

VEGAN BANANA
BREAD
FRESH FRUIT
BLACK SEED OIL

VEGGIE BURGER
WITH LETTUCE,
TOMATO, AND
VEGAN CHEESE,
SWEET POTATO
FRIES
FRESH JUICE

BLACK BEANS &
RICE, PLANTAINS, &
GREENS

FROZEN
BANANA ICE
CREAM WITH
MIXED BERRIES

TUE

CITRUS FRUIT
MELANGE WITH FRESH
MINT
WHOLE GRAIN TOAST
WITH SUNFLOWER
BUTTER
WARM LEMON-HONEY
WATER
ELDERBERRY

MISO SOUP
VEGGIE SUSHI OR
VEGGIE DUMPLINGS
ORANGE SLICES

VEGGIE TACOS OR
QUESADILLAS WITH
VEGAN CHEESE,
HOMEMADE
GUACAMOLE WITH
PLANTAIN CHIPS

CELERY WITH
SUNFLOWER
BUTTER AND
DRIED
CRANBERRIES
(LADYBUGS ON
A LOG)

WED

VEGAN YOGURT
PARFAIT WITH
GRANOLA &
FRESH BERRIES
BLACK SEED OIL

VEGGIE TACOS
OR
QUESADILLAS
WITH VEGAN
CHEESE,
HOMEMADE
GUACAMOLE

PEANUT STEW
OR LENTIL &
CHICKPEA
SOUP WITH
TURMERIC

FUNKY MONKEY
WRAP -
SUNFLOWER
BUTTER
SPREAD ON
TORTILLA WITH
SLICED BANANA
INSIDE

THU

CEREAL WITH NON-
DAIRY MILK, FRUIT
BOWL OR SMOOTHIE
ELDERBERRY

CHICKPEA OR LENTIL
PASTA TOSSED IN
OLIVE OIL WITH BASIL,
GARLIC, AND FRESH
TOMATOES

BBQ VEGAN MEATLESS
BALLS, SMASHED
ORANGE SWEET
POTATOES, SAUTEED
GREENS

SLICED APPLES
SPRINKLED
WITH
CINNAMON
WITH GRANOLA
BAR

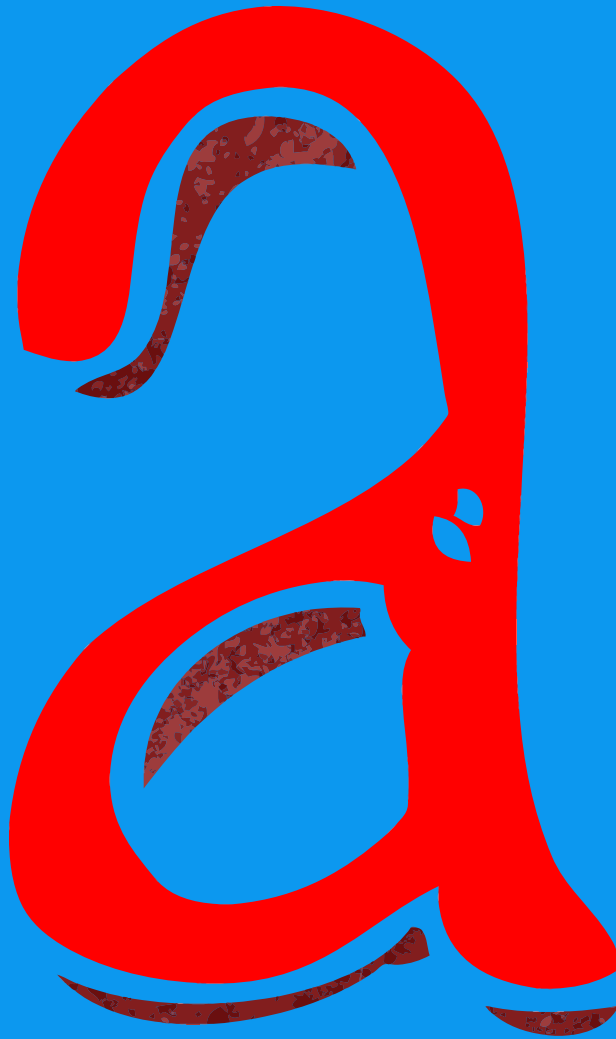
FRI

VEGAN
PANCAKES AND
SIMMERED
APPLES WITH
CINNAMON
BLACK SEED OIL

BBQ VEGAN MEATLESS
BALLS, SMASHED
ORANGE SWEET
POTATOES, SAUTEED
GREENS

HOMEMADE VEGAN
PIZZA USING NAAN,
TOMATO SAUCE,
VEGAN CHEESE, AND
VEGGIE TOPPINGS OF
CHOICE

SLICED
CUCUMBERS,
APPLES,
CRACKERS
WITH
SUNFLOWER
BUTTER,



If **Plan A doesn't work,
you have 25 more letters
in the alphabet to try.**

- CLAIRE COOK



TIPS FOR EACH WEEK

- DAILY INTENTIONAL ACADEMIC INSTRUCTION TYPICALLY RANGES BETWEEN 1-4 HRS FOR ANY GRADE LEVEL. IT'S ABOUT QUALITY OF TIME, RATHER THAN QUANTITY.
- CHOOSE THE ASSIGNMENTS THAT BEST FIT YOUR IMANI GENIUS AND THEIR CURRENT LEVEL. THAT COULD VARY PER SUBJECT. DO NOT FORCE PASS THEIR RESISTANCE. THE LESSONS CAN BE STRETCHED OR SCAFFOLDED FOR LEVELS PRE-K-5TH.
- DISCUSS HOW YOU BOTH FEEL DAILY OR AS OFTEN AS POSSIBLE. YOU CAN USE ONE OF THE ENCLOSED SENTENCE PROMPTS A DAY AS A DISCUSSION, WRITING, OR ARTISTIC EXERCISE. ASK YOUR IMANI GENIUS WHICH METHOD THEY'D PREFER OR ROTATE BETWEEN THE THREE DAILY.
- FOR EACH OF THE WORKSHEETS OTHER THAN HANDWRITING, FIND WAYS TO USE MANIPULATIVES, PLAY, OR INCORPORATE WHAT THEY ARE ASKING IN DAILY COMMON ACTIVITIES. SOME IMANI GENIUSES ARE ALLERGIC TO WORKSHEETS. THE GOAL IS TO ASSESS UNDERSTANDING, NOT TO CREATE BUSY WORK.
- CHOOSE THE VOCABULARY WORDS THAT BEST FIT YOUR IMANI GENIUS'S LEVEL. CHOOSE ONLY ONE SHEET PER WEEK. PRACTICE AS SIGHT WORDS, SPELLING WORDS, WORDS IN A SENTENCE, PARAGRAPH, OR ESSAY DEPENDING ON DEVELOPMENTAL LEVEL.
- READING AND MATH SHOULD BE PRACTICED DAILY, BUT SHOULD ALTERNATE BETWEEN BEING STUDENT LED AND INSTRUCTED. PRACTICE ROTE COUNTING AND RULES OF THE MULTIPLES OF TEN DAILY FOR PREK-2ND AND 3RD - 5TH RESPECTIVELY.

SO, NOW I'M HOMESCHOOLING TOO PLAN

• OPTIONAL DAILY AGENDA FOR IMANI GENIUSES •

- 08:00 **RISE and begin Morning Routine** (see RISE Playlist.)
- 08:30 Using custom meal plan, select breakfast option. (For younger Imani Geniuses, (IG), prep only the tasks they can't do themselves, but have them complete their meal prep. Prepare all of the day's snacks and meals.)
- 09:00 **Choice Time for IG** (Choose something from Freedom Jar); or **Virtual Course; Work Time for RISE Parents**
- 09:30 If autonomous, select the first task from the RISE Curriculum. It does not have to be done in the order presented, but I suggest beginning with Libations. Younger Imani Geniuses continue Choice Time until otherwise directed.
- 10:00 **Brain Break** (Select something from Freedom Jar.)
- 10:30 **Snack and personal matters break.** (Choose something from the custom meal plan. For younger Imani Geniuses, create a designated space with the day's snacks, and lunches already prepared. They can eat whenever hungry on their own.)
- 11:00 Select next task from RISE Curriculum or Schedule.
- 11:30 Media Exposure. Select something from RISE links.
- 12:00 Lunch
- 12:30 Recess. Get moving!
- 01:00 Hydrate and begin or complete task from RISE Curriculum.
- 01:30 Reading break.
- 02:00 Art Break- create something that brings you joy.
- 02:30 Snack Break.
- 03:00 Select next task from RISE Curriculum or Schedule.
- 03:30 Get some Vitamin D from the sun if weather permits. Rest, or Read or Attend next Virtual Course.



WEEK 1 LESSON PLAN OVERVIEW

MONDAY

AFFIRMATION: WE ARE
RESILIENT. WE ARE
BEAUTIFUL. WE ARE
GENIUSES. I AM BECAUSE WE
ARE ONE. (UMOJA)

MORNING ROUTINE

RITUALS-WHOSE ARE WE?
FROM WHOM DO WE COME?

YOGA

FEELINGS JOURNAL ENTRY
WHERE ARE WE IN THE
UNIVERSE?

WHERE ARE WE IN THE WORLD?

MATH MAGIC

READING WITH MIMI & MIRMIR
PHONICS, DIGRAPHS, &
DIPHTHONGS, OH MY!

SCIENCE EXPLORATION (MIMI &
MIRMIR, THE GLAD SCIENTISTS)

CHOICE TIME (PUZZLES, CLAY,
PAINTING, BUILDING, ROBOTICS)

TUESDAY

AFFIRMATION: WE ARE STRONG
AFRICAN CHILDREN. WE SHALL
BECOME STRONG AFRICAN MEN
& WOMEN. AND, WE SHALL
ALWAYS BE A CREDIT TO OUR
PEOPLE. (KUJICHAGULIA)

MORNING ROUTINE

RITUALS- WHO ARE WE?
FROM WHOM DO WE COME?

MORNING WALK OR JOG

GRATITUDE JOURNAL ENTRY
WHERE ARE WE IN THE
UNIVERSE?

WHERE ARE WE IN THE WORLD?

MATH MAGIC

READING WITH MIMI & MIRMIR
PHONICS, DIGRAPHS, &
DIPHTHONGS, OH MY!

SCIENCE EXPLORATION
(MIMI & MIRMIR, THE GLAD
SCIENTISTS)

CHOICE TIME (PUZZLES, CLAY,
PAINTING, BUILDING, ROBOTICS)

WEDNESDAY

AFFIRMATION: I KNOW WHO I
AM. I KNOW WHOSE I AM. I
AM A REFLECTION OF GOD. I
AM THE DREAM OF MY
ANCESTORS. (UJIMA).

MORNING ROUTINE

RITUALS-WHO AM I?
FROM WHOM DO WE COME?

YOGA OR BIKE RIDING

INTENTIONS JOURNAL ENTRY
WHERE ARE WE IN THE
UNIVERSE?

WHERE ARE WE IN THE WORLD?

DOUBLES, WAYS TO GET TO 10

READING WITH MIMI & MIRMIR

PHONICS, DIGRAPHS,
& DIPHTHONGS, OH MY!

WOMEN'S HISTORY

CHOICE TIME (PUZZLES, CLAY,
PAINTING, BUILDING, ROBOTICS)

THURSDAY

AFFIRMATION: I AM THE
MASTER OF MY FATE. I AM A
BUILDER, CREATOR, AND
INNOVATOR. (UJAMAA)

MORNING ROUTINE

RITUALS-WHERE ARE WE?
FROM WHOM DO WE COME?

JUST DANCE

LOVING ME JOURNAL ENTRY
WHERE ARE WE IN THE
UNIVERSE?

WHERE ARE WE IN THE WORLD?

DOUBLES, WAYS TO GET TO 10

READING WITH MIMI & MIRMIR

PHONICS, DIGRAPHS, &
DIPHTHONGS, OH MY!

THE ARTIST IN ME

CHOICE TIME (PUZZLES, CLAY,
PAINTING, BUILDING, ROBOTICS)

FRIDAY

AFFIRMATION: I LOVE MYSELF.
I AM TALENTED, BRILLIANT, &
COURAGEOUS. I AM LOVING,
KIND, AND GENEROUS. (NIA)

MORNING ROUTINE

RITUALS- WHY ARE WE HERE?
FROM WHOM DO WE COME?

YOGA OR HIDE & SEEK

FREE JOURNAL ENTRY
WHERE ARE WE IN THE
UNIVERSE?

WHERE ARE WE IN THE WORLD?

DOUBLES, WAYS TO GET TO 10

READING WITH MIMI & MIRMIR

PHONICS, DIGRAPHS,
& DIPHTHONGS, OH MY!

THE ARTIST IN ME CONT.

CHOICE TIME (PUZZLES, CLAY,
PAINTING, BUILDING, ROBOTICS)






Melissa Mitchell

- self-taught artist
- entrepreneur; founder of Abeille Creations
- influenced by Bahamian heritage and life in Miami
- fashion designer
- author and muralist
Raising Imhotep



Mae Jemison

- Engineer
- Astronaut
- Physician
- 1st Black woman to travel in space
- Entrepreneur of tech company
Raising Imhotep



Frida Kahlo

- Mexico surreal artist
- disabled by polio and car accident as a child
- began painting when recovering from car accident
- painted hundreds of self-portraits
(autoretrato)
- advocate for women, Chicanos, and LGBTQ community
Raising Imhotep



Katherine Johnson

- NASA Mathematician
- Helped astronauts safely travel in space and return home
- Scientist
- Human computer
- Awarded Presidential Medal of Freedom from President Obama
Raising Imhotep



Alma Woodsey Thomas

- Expressionist painter
- Art & Kindergarten Teacher
- First to graduate from Howard University's Fine Arts program
- born in Columbus, Ga.; lived in D.C.
- earned Masters in Art Education From Colombia University
Raising Imhotep



Harmonia Rosales

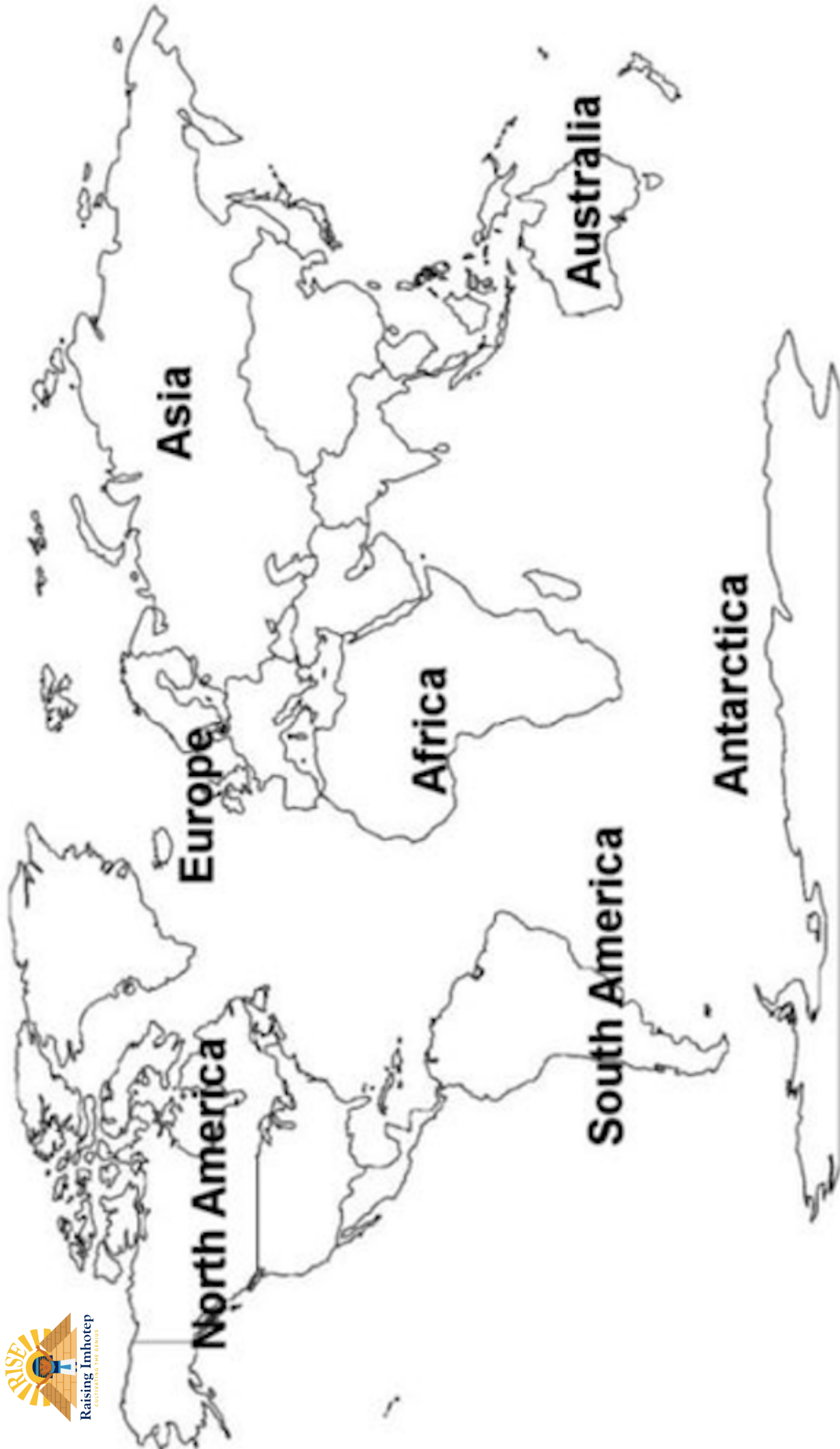
- Afro-Cuban American artist
- social activist for Black women
(supports)
- uses a traditional style to create contemporary art
(new)
- Redesigned "The Creation of Adam" with Black women
- replaces White men with Black Women in traditional paintings
Raising Imhotep



Identify each of the emotions pictured and draw the one that best fits how you feel right now. Write or express why you feel that way. Laminate & cut each image out and label. Use them to show your feelings daily.

Where are we in the world?

Identify each continent and each ocean. (If you're ready, label each ocean, and each of the four hemispheres, the equator, Prime Meridian, Tropic of Cancer, and Tropic of Capricorn.) Color each continent a different color.



Ways to get to 10

Pre-K- Kindergarten

For tactile learners, use physical models. For logical learners, use the rainbow pair model.

For visual learners, use the pictures. For auditory learners, repeat the addend pairs.

Each box has two different kinds of images. Count each set of images and write how many there are of each to make 10.



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 10$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 10$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 10$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 10$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 10$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 10$$

The Ways to Get to 10

For tactile learners, use physical models. For logical learners, use the rainbow pair model.
For visual learners, use the pictures. For auditory learners, repeat the addend pairs.



The Ways to Get to 10

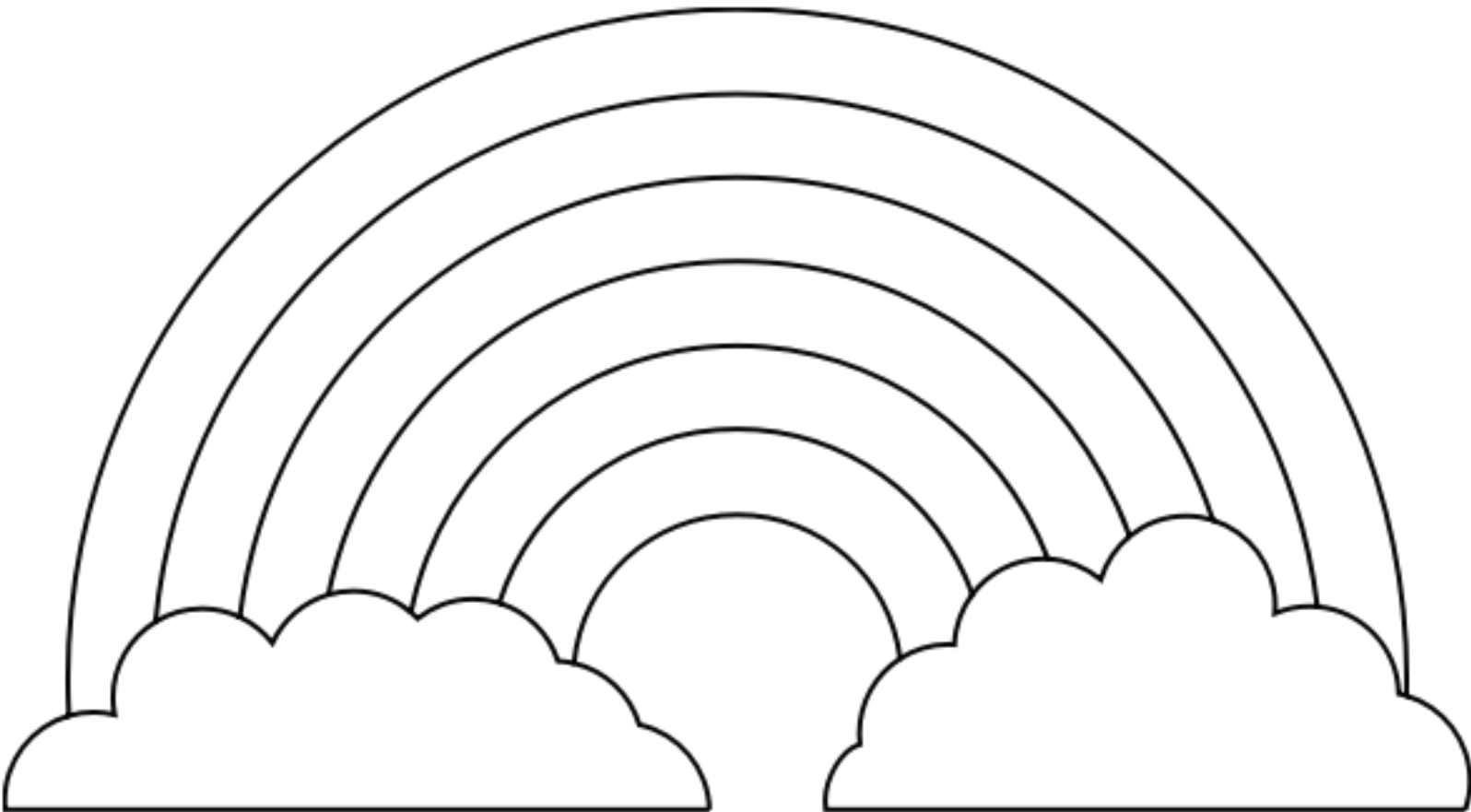
Name: _____

Using the rainbow as a guide, complete the spaces with the number addends to make 10. Then, color the rainbow based on the addend pairs.

0 AND 10- RED
3 AND 7- GREEN

1 AND 9-ORANGE
4 AND 6- BLUE

2 AND 8- YELLOW
5 AND 5- PURPLE



$$\begin{array}{l} \underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad} \\ \underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad} \\ \underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad} \\ \underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad} \\ \underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad} \end{array}$$

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$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

Ways to get to 10

1st-2nd

For tactile learners, use physical models. For logical learners, use the rainbow pair model.

For visual learners, use the pictures. For auditory learners, repeat the addend pairs.

Numbers that Add to 10 (A)

$9 + 1 =$

$5 + 5 =$

$6 + 4 =$

$1 + 9 =$

$3 + 7 =$

$4 + 6 =$

$8 + 2 =$

$7 + 3 =$

$5 + \underline{\quad} = 10$

$4 + \underline{\quad} = 10$

$3 + \underline{\quad} = 10$

$2 + \underline{\quad} = 10$

$7 + \underline{\quad} = 10$

$1 + \underline{\quad} = 10$

$8 + \underline{\quad} = 10$

$6 + \underline{\quad} = 10$

$\underline{\quad} + 3 = 10$

$\underline{\quad} + 9 = 10$

$\underline{\quad} + 2 = 10$

$\underline{\quad} + 1 = 10$

 $1 + 4 + \underline{\quad} = 10$

$1 + 1 + \underline{\quad} = 10$

$3 + 3 + \underline{\quad} = 10$

$1 + 3 + \underline{\quad} = 10$

$2 + \underline{\quad} + 4 = 10$

$2 + \underline{\quad} + 5 = 10$

$1 + \underline{\quad} + 7 = 10$

$2 + \underline{\quad} + 6 = 10$

Part Part Whole

Whole 15	
Part 8	Part 7

Whole 18	
Part 11	Part

Whole 16	
Part 9	Part

Whole 17	
Part 11	Part

Whole 14	
Part 6	Part

Whole 12	
Part 7	Part

Whole 19	
Part 15	Part

Whole 13	
Part 9	Part

Whole 9	
Part 5	Part

Whole 7	
Part 4	Part

Whole 8	
Part 5	Part

Whole 6	
Part 2	Part

Part Part Whole

Whole 5	
Part 3	Part 2

Whole 9	
Part 5	Part

Whole 3	
Part 2	Part

Whole 17	
Part 12	Part

Whole 14	
Part 8	Part

Whole 12	
Part 9	Part

Whole 19	
Part 13	Part

Whole 13	
Part 8	Part

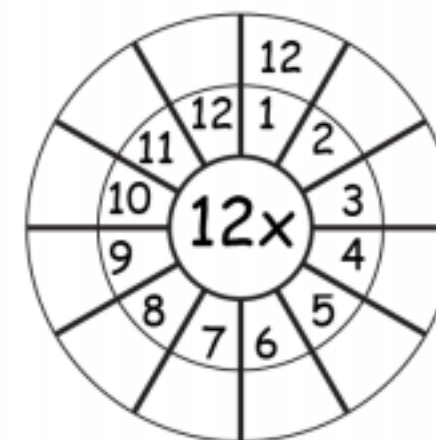
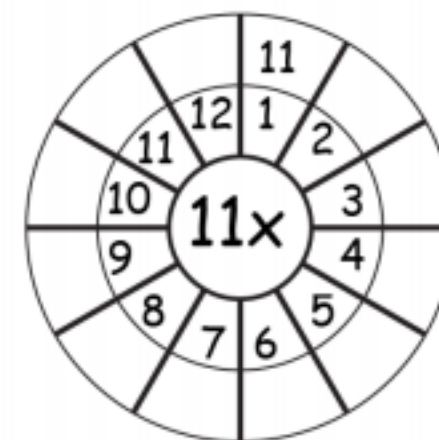
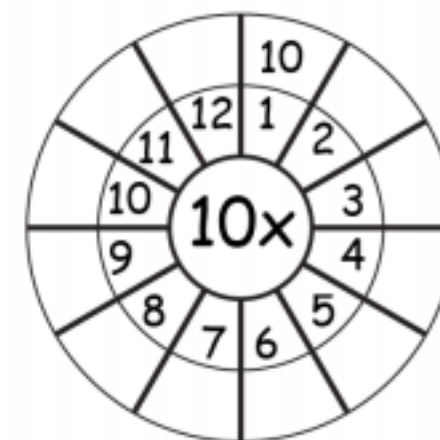
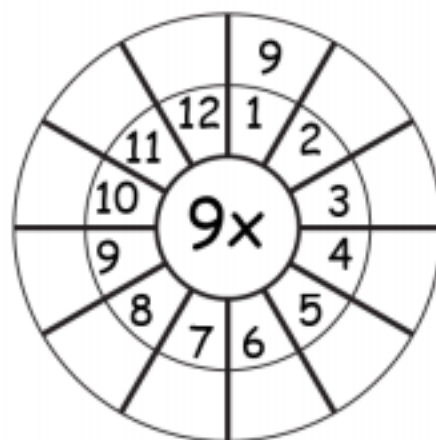
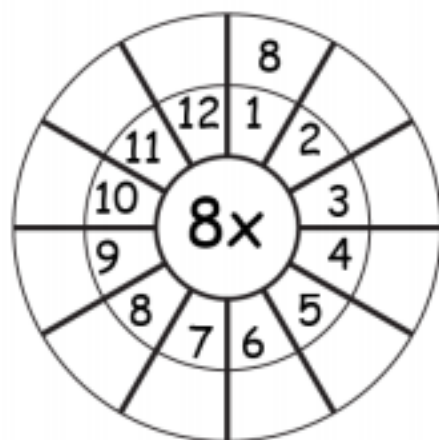
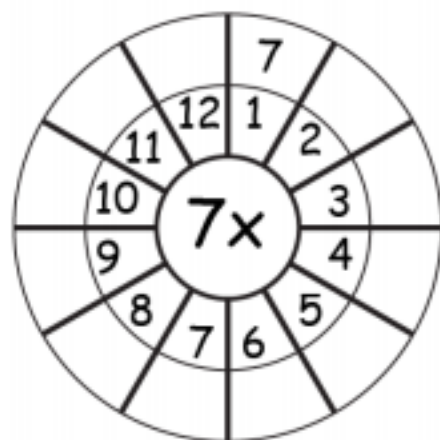
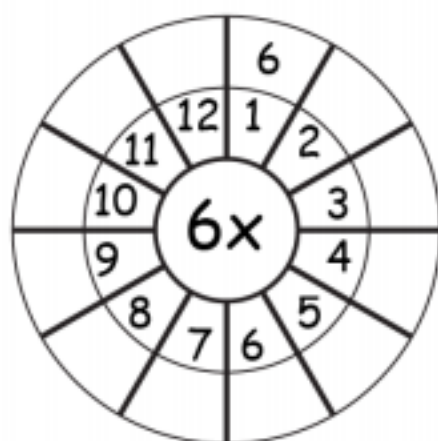
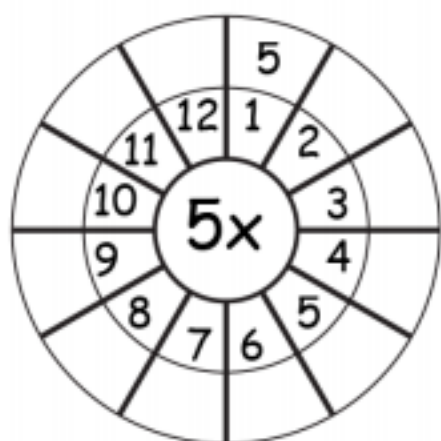
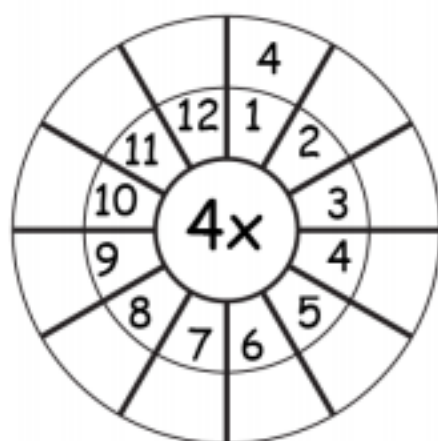
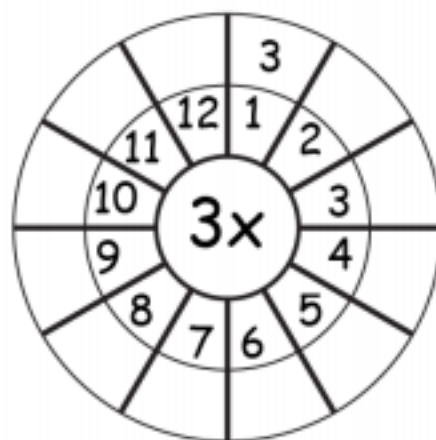
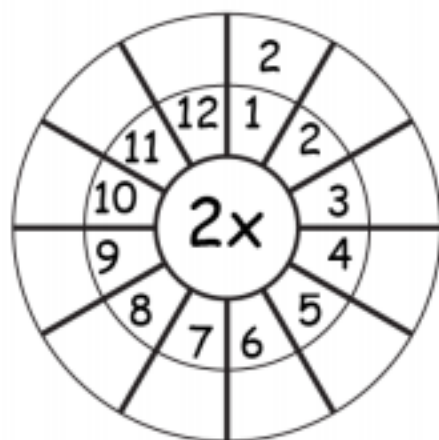
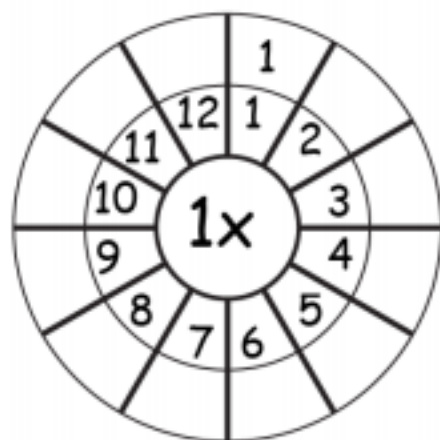
Whole 9	
Part 2	Part

Whole 7	
Part 3	Part

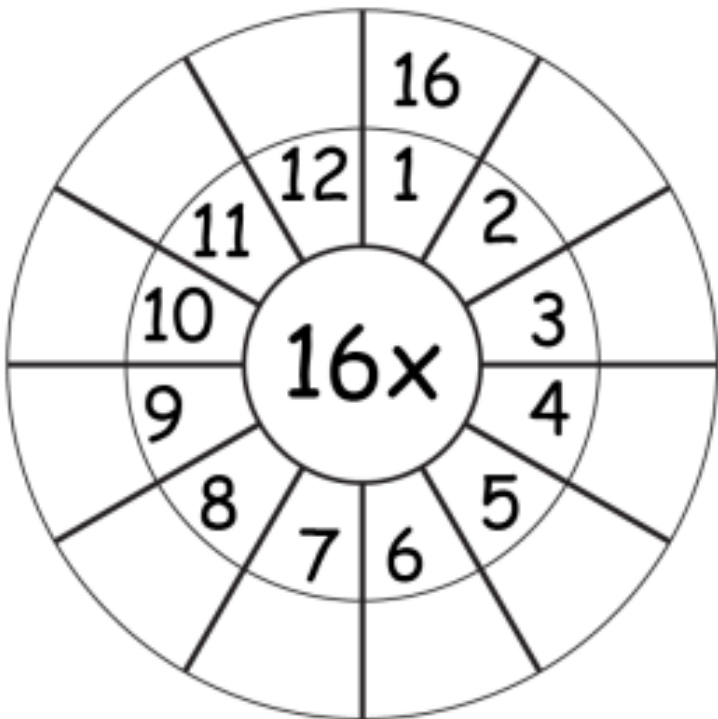
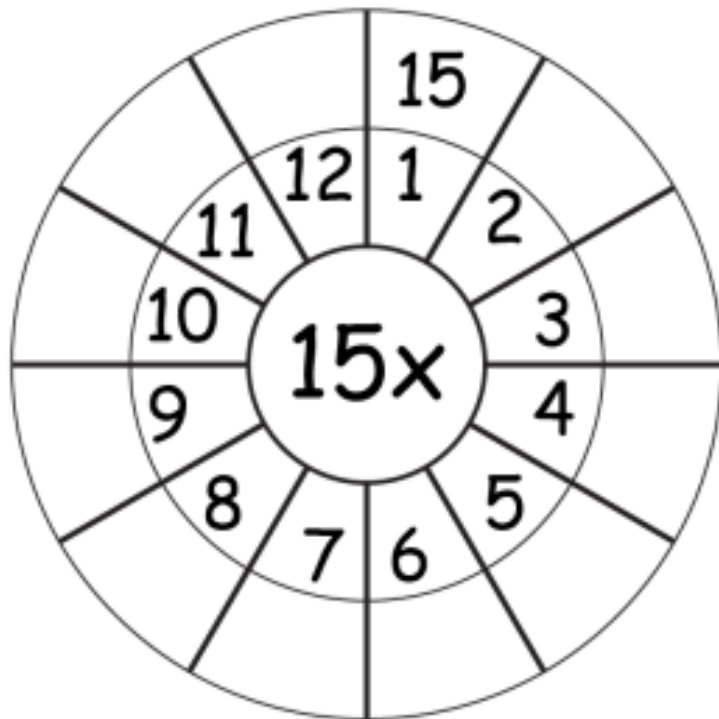
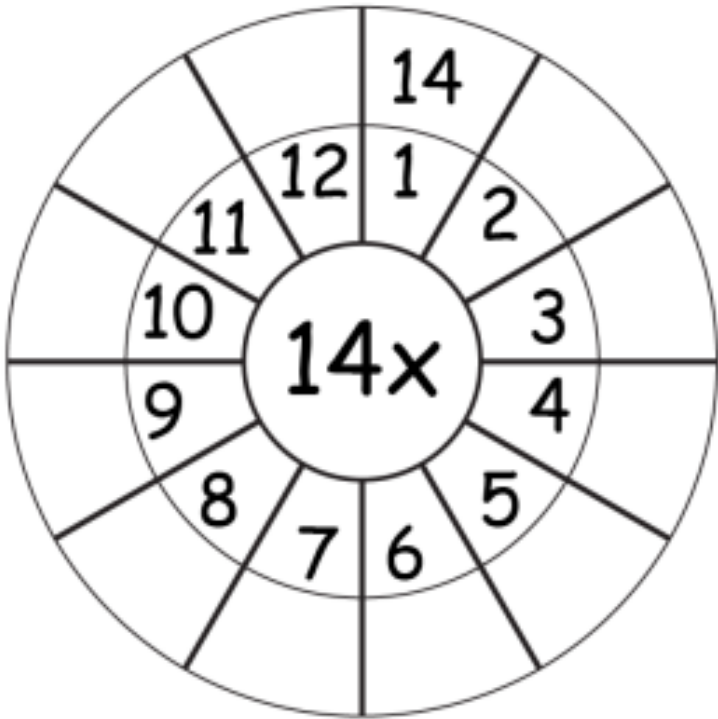
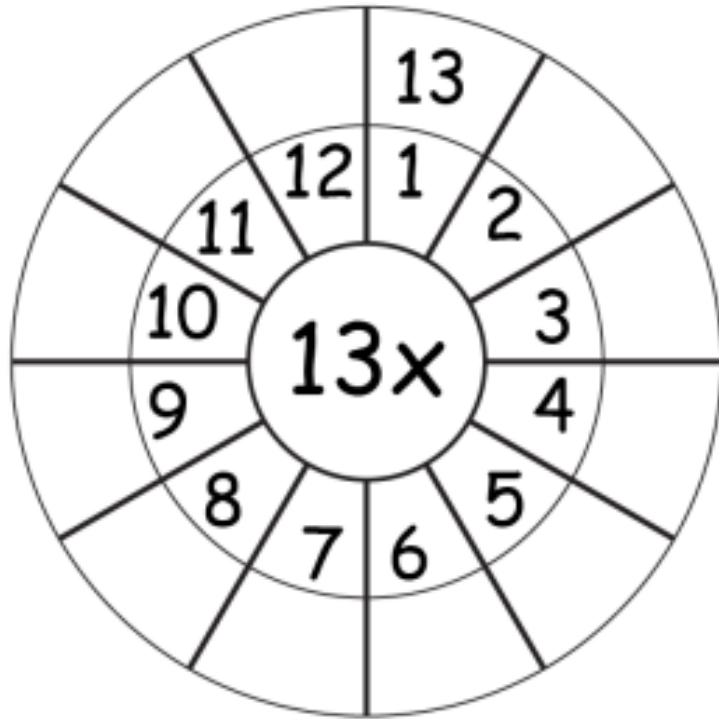
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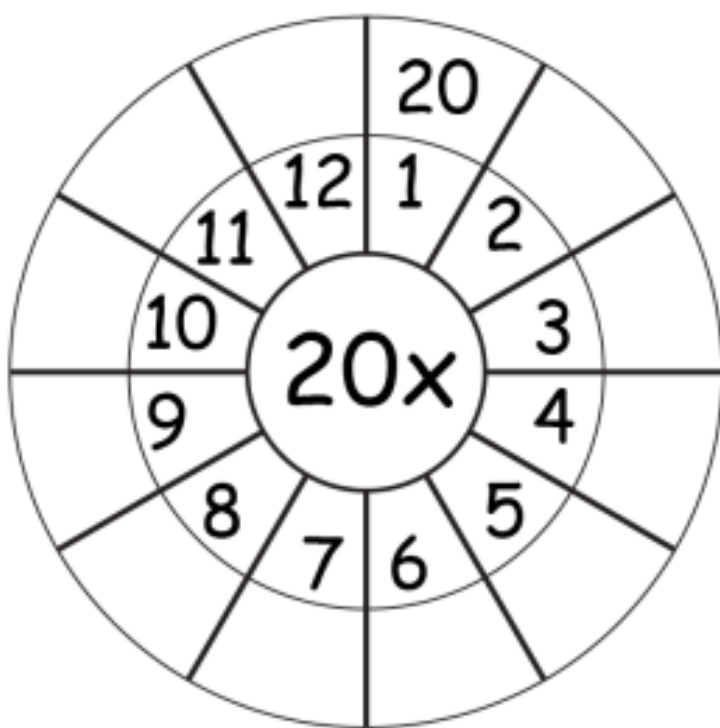
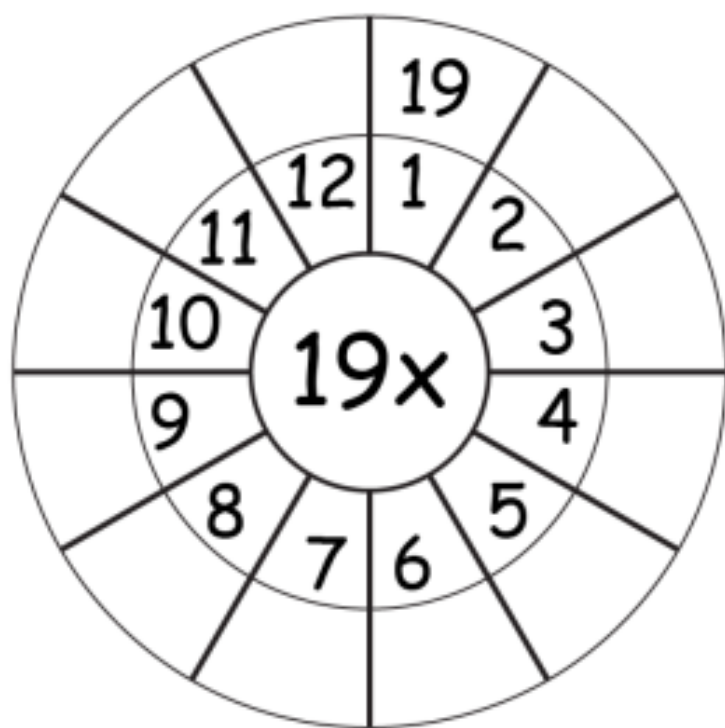
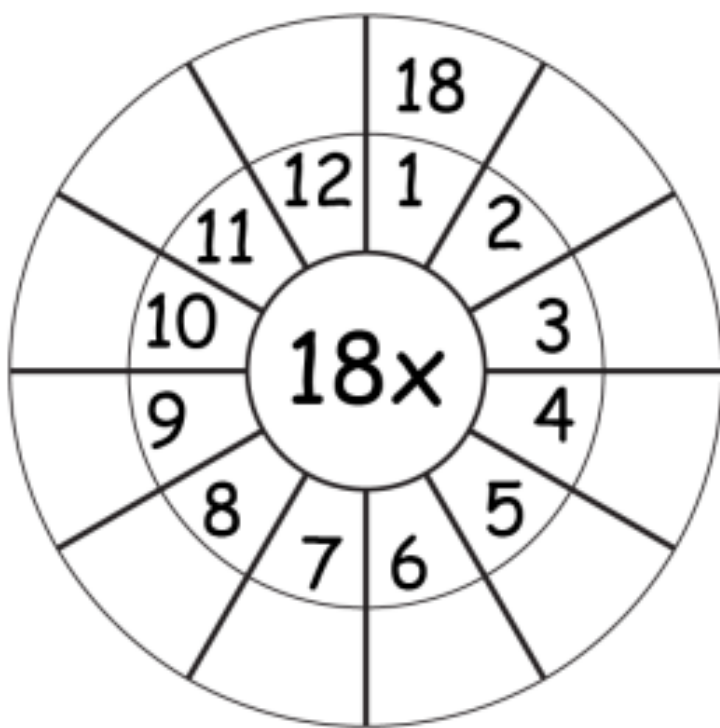
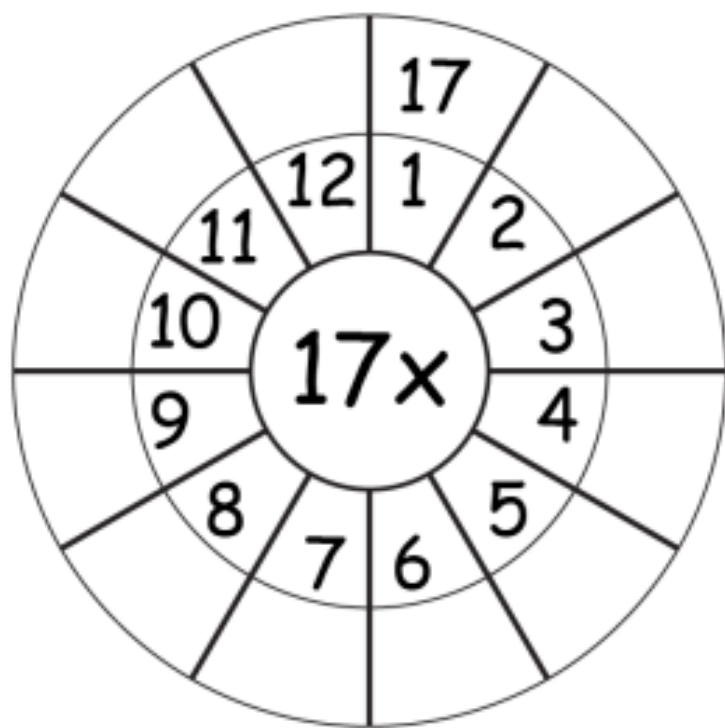
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Multiply the numbers by the center number.





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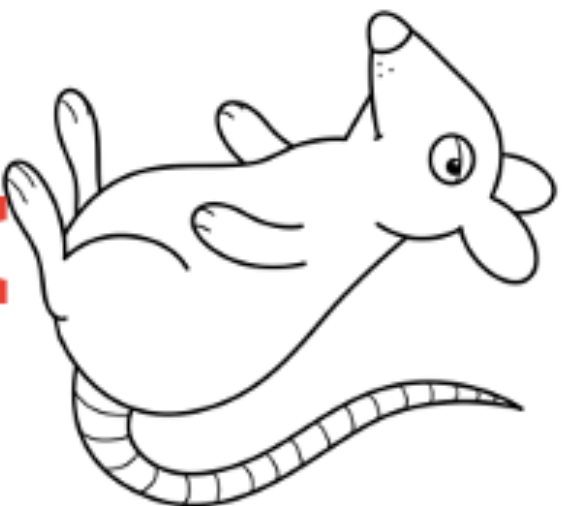
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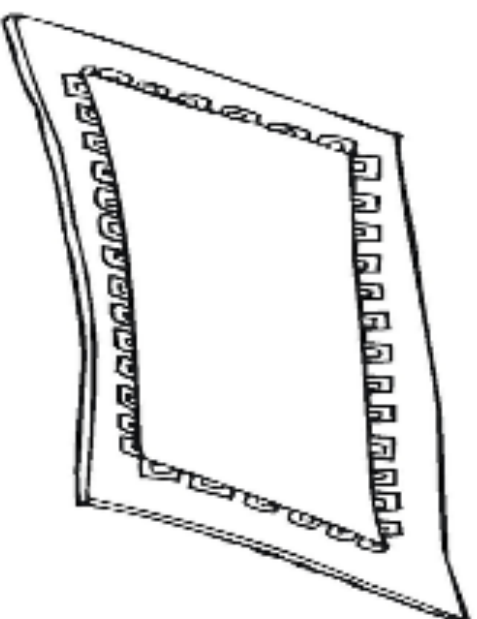
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MONDAY- DAY 1 (PRE-K - 5TH)

AFFIRMATION: WE ARE RESILIENT. WE ARE BEAUTIFUL. WE ARE
GENIUSES. I AM BECAUSE WE ARE ONE. (UMOJA)
DISCUSSION: UMOJA MEANS UNITY. HOW ARE WE ALL UNITED AS A
PEOPLE? DAY'S FOCUS: GRACE

MORNING ROUTINE

LIBATIONS

(LISTEN TO LIBATIONS RECORDING OR SAY YOUR OWN.)

FROM WHOM DO WE COME?

(INTRODUCE 1 SANKOFA CARD A DAY)

YOGA

(SELECT A COSMIC YOGA EPISODE ON YOUTUBE.)

FEELINGS JOURNAL ENTRY

(DRAW, WRITE, OR EXPRESS HOW YOU'RE ALL FEELING.)

WHERE ARE WE IN THE UNIVERSE?

(SEE SOLAR SYSTEMS SONG & LESSON.)

WHERE ARE WE IN THE WORLD?

(SEE CONTINENTS AND REGIONS SONG)

DOUBLES & WAYS TO GET TO 10

(DOUBLES TO 100 CHANT & WAYS TO GET TO 10)

READING WITH MIMI & MIRMIR

(SEE VIDEOS OR UPLOAD YOUR OWN.)

PHONICS, DIGRAPHS, & DIPHTHONGS, OH MY!

(USE THE PHONICS AND VOCAB. CARDS FOR READING, SPELLING, & WRITING PRACTICE.)

SCIENCE EXPERIMENT (MIMI & MIRMIR, THE GLAD SCIENTISTS)

(TESTING GRAVITY)

CHOICE TIME (PUZZLES, CLAY, PAINTING, BUILDING,

ROBOTICS)

BRAIN BREAK* (WHENEVER NECESSARY)



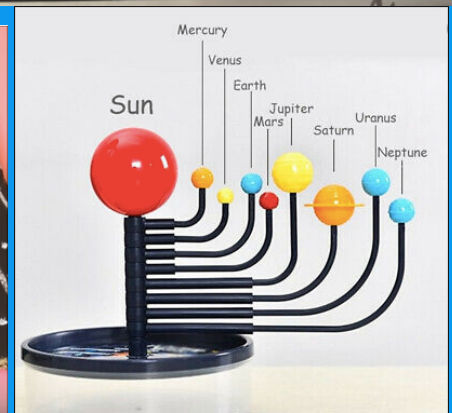
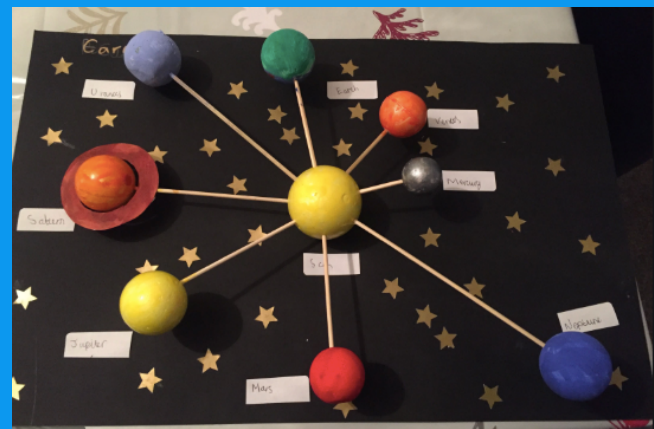
MONDAY- DAY 1 (PRE-K - 5TH)

WHERE ARE WE IN THE UNIVERSE?

OUR SOLAR SYSTEM IS A PART OF THE MILKY WAY GALAXY. THE SUN IS THE CENTER OF OUR SOLAR SYSTEM, AND ONE OF OVER 100 BILLION STARS IN THE MILKY WAY GALAXY. IT IS NOT THE BIGGEST STAR, BUT IT LOOKS LIKE IT'S THE BIGGEST AND BRIGHTEST BECAUSE IT'S ONE OF THE CLOSEST TO EARTH. THE SUN IS A BIG BALL OF BURNING GAS MADE UP OF THE SAME ATOMS THAT MAKE UP THE HUMAN BODY. THAT'S RIGHT! YOU ARE MADE OF THE SAME ELEMENTS AS THE SUN AND THE REST OF THE STARS! YOU ARE A STAR!

USING CLAY, CARDSTOCK, CARDBOARD, OR ANY MATERIALS YOU HAVE, CREATE A MODEL OF THE SUN. YOU WILL SAVE AND USE THIS MODEL IN YOUR FINAL SOLAR SYSTEM DISPLAY. SEE BELOW AND LINK FOR EXAMPLES.

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=IFAP11KQ3AU](https://www.youtube.com/watch?v=IFAP11KQ3AU)



TUESDAY- DAY 2 (PRE-K - 5TH)

AFFIRMATION: I KNOW WHO I AM. I KNOW WHOSE I AM. I AM A
REFLECTION OF GOD. I AM THE DREAM OF MY ANCESTORS.
KUJICHAGULIA-SELF-DETERMINATION DAY'S FOCUS: FLEXIBILITY

MORNING ROUTINE SONG- SHARE VIDEO IN FB GROUP.

**LIBATIONS - SEE LINK OR RECORD YOUR OWN
FROM WHOM DO WE COME?**

(INTRODUCE 1 SANKOFA CARD A DAY. REPEAT 1 FROM
PREVIOUS DAY.)

TALK A WALK

(OBSERVE THE PLACEMENT OF THE SUN. WALK AROUND INSIDE
IF INCLEMENT WEATHER.)

GRATITUDE JOURNAL ENTRY

(DRAW, WRITE, OR EXPRESS 3 REASONS FOR GRATITUDE.)

WHERE ARE WE IN THE UNIVERSE?

(SEE LESSON. SING SONG.)

WHERE ARE WE IN THE WORLD?

(USE MAP FROM DAY 1.)

DOUBLES & WAYS TO GET TO 10

(REVIEW DOUBLES TO 100 CHANT & WAYS TO GET TO 10)

READING WITH MIMI & MIRMIR

(SEE VIDEOS OR UPLOAD YOUR OWN.)

PHONICS, DIGRAPHS, & DIPHTHONGS, OH MY!

(USE THE PHONICS AND VOCAB. CARDS FOR READING, SPELLING, & WRITING PRACTICE.)

SCIENCE EXPLORATION (MIMI & MIRMIR, THE GLAD SCIENTISTS)

**CHOICE TIME (PUZZLES, CLAY, PAINTING, BUILDING, ROBOTICS
AS NECESSARY)**

BRAIN BREAK* (AS NECESSARY)



TUESDAY- DAY 2 (PRE-K - 5TH)

WHERE ARE WE IN THE UNIVERSE?

BEGIN BY REVIEWING KEY DETAILS FROM PREVIOUS LESSON.

MARS IS THE 4TH PLANET FROM THE SUN, BUT IS STILL VERY COLD BECAUSE THE ATMOSPHERE (AIR) IS TOO THIN TO HOLD HEAT. IT IS KNOWN AS "THE RED PLANET" BECAUSE IT IS REDDISH ORANGE IN COLOR. IT HAS A VERY ROCKY AND DUSTY TEXTURE, AND IS OFTEN COVERED IN DUST STORMS AND ICE AT THE NORTH AND SOUTH. THE COOLEST THING ABOUT MARS HOWEVER IS THAT IT HAS A VOLCANO TALLER THAN MT. EVEREST CALLED OLYMPUS MONS.

USING CLAY, CARDSTOCK, CARDBOARD, OR ANY MATERIALS YOU HAVE, CREATE A MODEL OF MARS. YOU WILL SAVE AND USE THIS MODEL IN YOUR FINAL SOLAR SYSTEM DISPLAY. SEE LINK FOR EXAMPLE.

DISCUSSION QUERIES: (MODERATE FOR EACH AGE.)

WHAT IS THE SUN? - A STAR; BIG BALL OF BURNING GAS; CENTER OF OUR SOLAR SYSTEM,

HOW ARE WE SIMILAR TO THE SUN? - WE ARE BOTH MADE OF SOME OF THE SAME ELEMENTS: HYDROGEN.

WHAT IS THE NAME OF OUR GALAXY? - THE MILKY WAY

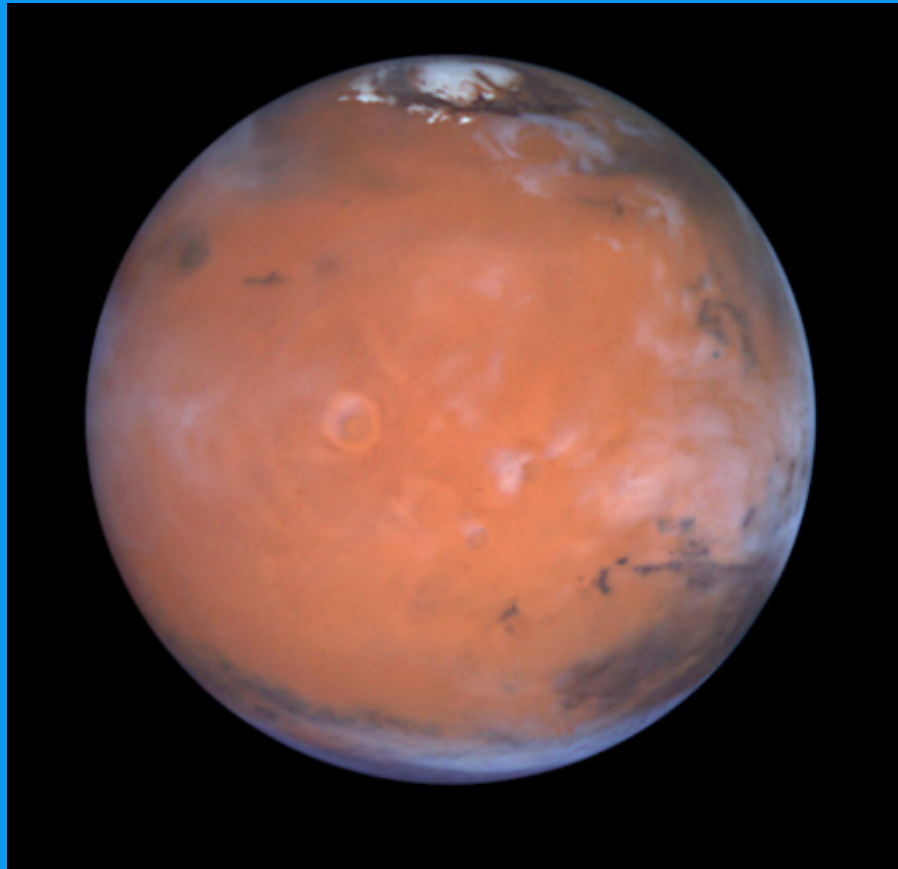
WHAT IS THE TEMPERATURE AND WHY? (IS IT COLD OR HOT)? - COLD BECAUSE THE ATMOSPHERE CANNOT TRAP HEAT

WHY IS IT CALLED "THE RED PLANET?" - IT'S REDDISH ORANGE.



TUESDAY- DAY 2
(PRE-K - 5TH)

Mars



Tuesday Day 2: **Science Exploration**

Creating Olympus Mons

Watch MiMi & MirMir, The Glad Scientists' "Volcanic Eruption" episode, and create your own version of an erupting volcano. The purpose is to explore chemical reactions, which means you can opt to skip creating the form of a volcano and just focus on the eruption. If you choose to actually make a volcanic model, here's another example with instructions:

<https://www.nhm.ac.uk/discover/how-to-make-a-volcano.html>

Questions to Ponder:

What causes the eruption in a real volcano?

What is causing the eruption in your volcano?





IF THE
PLAN
DOESN'T WORK
ADJUST
THE
PLAN
BUT NEVER THE
GOAL.

WEDNESDAY- DAY 3

(PRE-K - 5TH)

AFFIRMATION: WE ARE STRONG AFRICAN (POWERFUL) CHILDREN. WE SHALL
BECOME STRONG AFRICAN (POWERFUL) MEN & WOMEN. AND, WE SHALL ALWAYS
BE A CREDIT TO OUR PEOPLE. (PRINCIPLE: UJIMA DAY'S FOCUS: COMPASSION)

MORNING ROUTINE SONG- SHARE VIDEO IN FB GROUP.

LIBATIONS & MEDITATION- SEE ALBUM OR RECORD YOUR OWN
FROM WHOM DO WE COME?

(INTRODUCE 1 SANKOFA CARD A DAY. REPEAT 1 FROM
PREVIOUS DAY.)

BIKE RIDING, EXERCISE VIDEO OF CHOICE, OR OUTDOOR
EXPLORATION

INTENTIONS JOURNAL ENTRY

(DRAW, WRITE, OR EXPRESS HOW YOU'LL INTENTIONALLY SHOW
COMPASSION TODAY TO HELP OTHERS.)

WHERE ARE WE IN THE UNIVERSE?

(REVIEW PREVIOUS LESSON. SING SONG FROM PLAYLIST.)

WHERE ARE WE IN THE WORLD?

(USE MAP FROM DAY 1. REVIEW PREVIOUS LESSON.)

DOUBLES & WAYS TO GET TO 10

(REVIEW DOUBLES TO 100 CHANT & WAYS TO GET TO 10)

READING WITH MIMI & MIRMIR

(SEE VIDEOS OR UPLOAD YOUR OWN.)

PHONICS, DIGRAPHS, & DIPHTHONGS, OH MY!

(USE THE PHONICS AND VOCAB. CARDS FOR READING, SPELLING, & WRITING PRACTICE.)

SCIENCE EXPLORATION (MIMI & MIRMIR, THE GLAD SCIENTISTS)

CHOICE TIME (PUZZLES, CLAY, PAINTING, BUILDING, ROBOTICS
AS NECESSARY)

BRAIN BREAK* (AS NECESSARY)



THURSDAY- DAY 4

(PRE-K - 5TH)

AFFIRMATION: I AM THE MASTER OF MY FATE. I AM A BUILDER,
CREATOR, AND INNOVATOR. PRINCIPLE-UJAMAA-COLLECTIVE WORK
AND RESPONSIBILITY DAY'S FOCUS-COMMUNITY

MORNING ROUTINE SONG- SUBMIT VIDEO ONLINE

LIBATIONS & MEDITATION- SEE ALBUM OR RECORD YOUR OWN FROM WHOM DO WE COME?

(INTRODUCE 1 SANKOFA CARD A DAY. REPEAT THOSE FROM
PREVIOUS DAYS.)

JUST DANCE - USE LINKS INCLUDED FOR PHYSICAL ACTIVITY LOVING ME JOURNAL ENTRY

(DRAW, WRITE, OR EXPRESS SOME OF THE THINGS YOU LOVE
ABOUT YOURSELF.TELL YOUR IG WHAT YOU LOVE ABOUT THEM.)

WHERE ARE WE IN THE UNIVERSE?

(COMPLETE LESSON. SING SONG ON PLAYLIST OR WRITE YOUR
OWN.)

WHERE ARE WE IN THE WORLD?

(AFTER REVIEWING CONTINENTS, DISCUSS THE FIRST DAY OF
SPRING.)

DOUBLES & WAYS TO GET TO 10

(USING MANIPULATIVES OF CHOICE, FIND WAYS TO GET TO 10.)

READING WITH MIMI & MIRMIR

(SEE VIDEOS ON LINKS PROVIDED.)

PHONICS, DIGRAPHS, & DIPHTHONGS, OH MY!

(USE THE PHONICS AND VOCAB. CARDS FOR READING, SPELLING, & WRITING PRACTICE.)

SCIENCE EXPLORATION (MIMI & MIRMIR, THE GLAD SCIENTISTS)

**CHOICE TIME (PUZZLES, CLAY, PAINTING, BUILDING, ROBOTICS
AS NECESSARY)**

BRAIN BREAK* (AS NECESSARY)



THURSDAY- DAY 4 (PRE-K - 5TH)

WHERE ARE WE IN THE UNIVERSE?

BEGIN BY REVIEWING KEY DETAILS FROM PREVIOUS LESSONS..
MAKE SURE TO NOTE CORRECTIONS.

EARTH IS OUR HOME PLANET, THE ONLY PLANET WITH HUMAN LIFE, AND THE THIRD PLANET FROM THE SUN. IT'S THE ONLY PLANET WITH TECTONIC PLATES, WHICH ARE THE BROKEN PIECES OF THE OUTER CRUST. WHEN THESE TECTONIC PLATES MOVE AND SHIFT, IT CAN CAUSE EARTHQUAKES, MOUNTAINS TO FORM, AND VOLCANOES TO ERUPT LIKE THE ONE YOU BUILT. SOME COUNTRIES DEFINE CONTINENTS BASED ON THESE TECTONIC PLATES, BUT IN NORTH AMERICA, WE DEFINE THEM BASED ON LAND. (REVIEW AND STUDY CONTINENTS.) EARTH IS MOSTLY WATER AND IS MADE UP OF FOUR ELEMENTS. (OLDER IG RESEARCH WHAT THEY ARE?)

USING CLAY, CARDSTOCK, CARDBOARD, OR ANY MATERIALS YOU HAVE, CREATE A MODEL OF EARTH. YOU WILL SAVE AND USE THIS MODEL IN YOUR FINAL SOLAR SYSTEM DISPLAY. SEE LINK ON LINKS PAGE FOR EXAMPLE.

DISCUSSION QUERIES: (MODERATE FOR EACH AGE.)

WHAT IS THE ONLY PLANET WITH HUMAN LIFE? -EARTH

**WHAT HAPPENS WHEN TECTONIC PLATES MOVE? - CAUSES
EARTHQUAKES, MOUNTAINS, & VOLCANIC ERUPTIONS**

**WHY IS MARS CALLED THE RED PLANET ? - BECAUSE OF ITS
ORANGE-REDDISH COLOR**



THURSDAY- DAY 4 (PRE-K - 5TH)

DESIGN YOUR OWN ROCKET

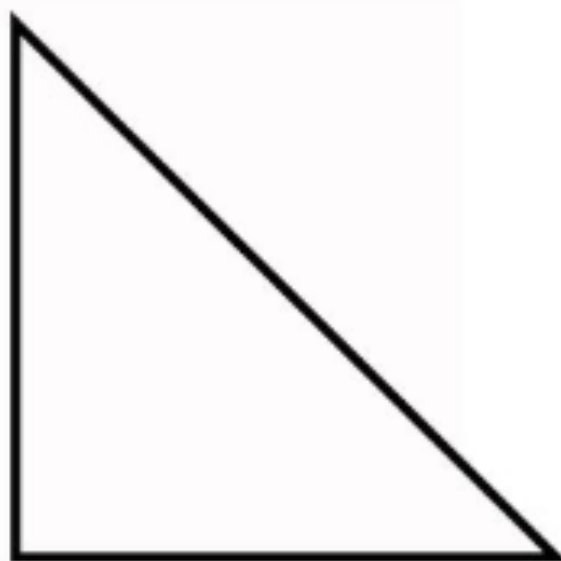
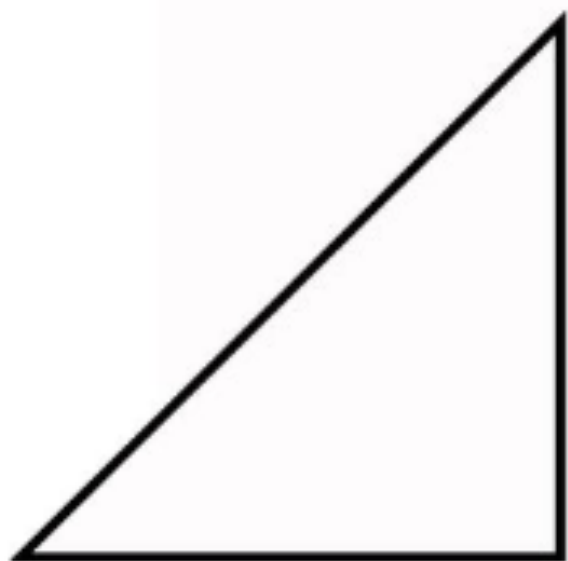
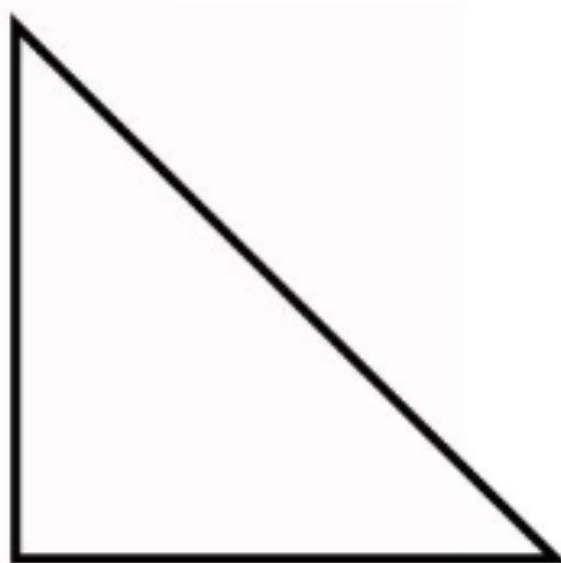
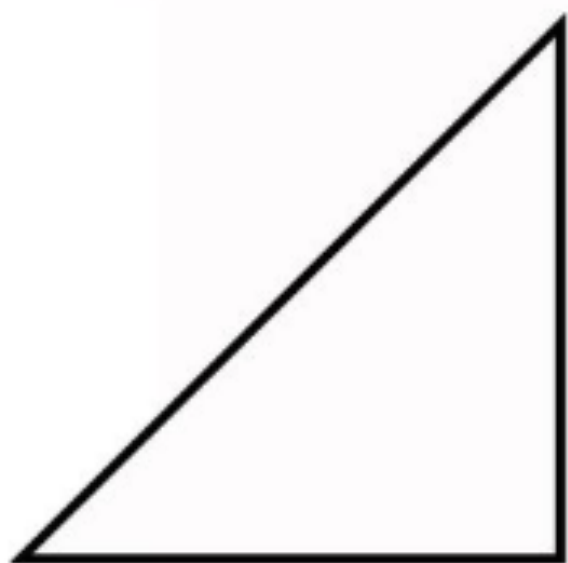
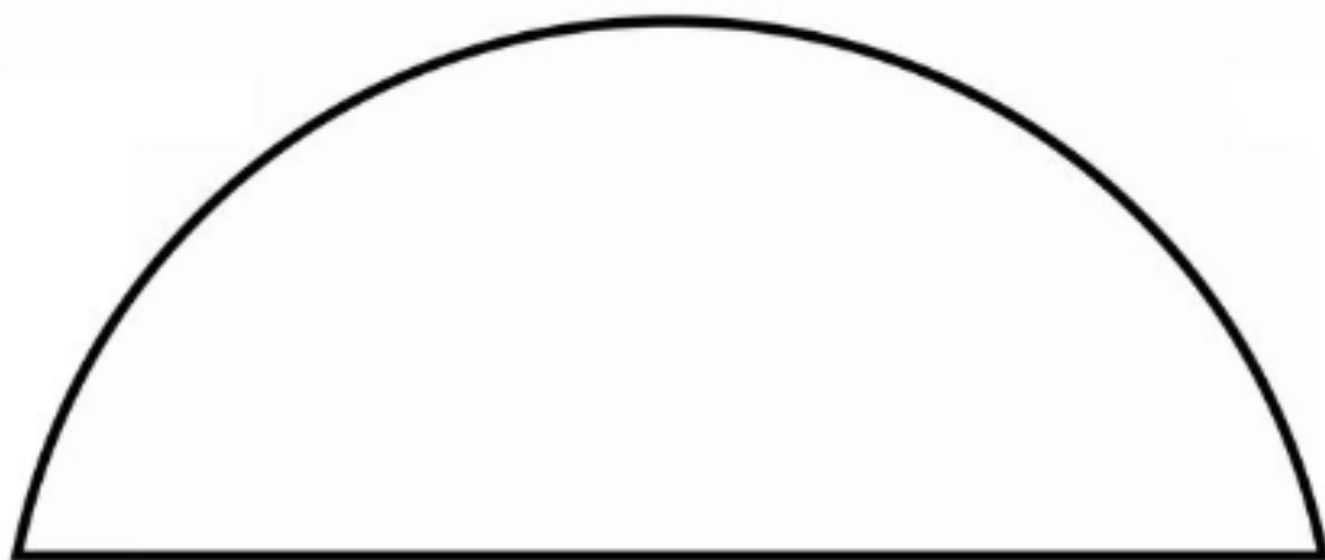
MATERIALS

- SMALL, EMPTY, CLEAN RECYCLED PLASTIC BOTTLE AND A FITTING CORK OR HOMEMADE STOPPER FOR THE OPENING
- 3 WOODEN CHOPSTICKS, PENCILS, OR CARDBOARD FOR STAND
- TAPE OR HOT GLUE GUN
- OUTLINE OF SEMICIRCLE AND TRIANGLES FOR STAND (SEE FOLLOWING PAGE)
- PAINT, PERMANENT MARKERS
- SCISSORS
- COLORED PAPER
- FOIL (OPTIONAL)

PROCEDURE

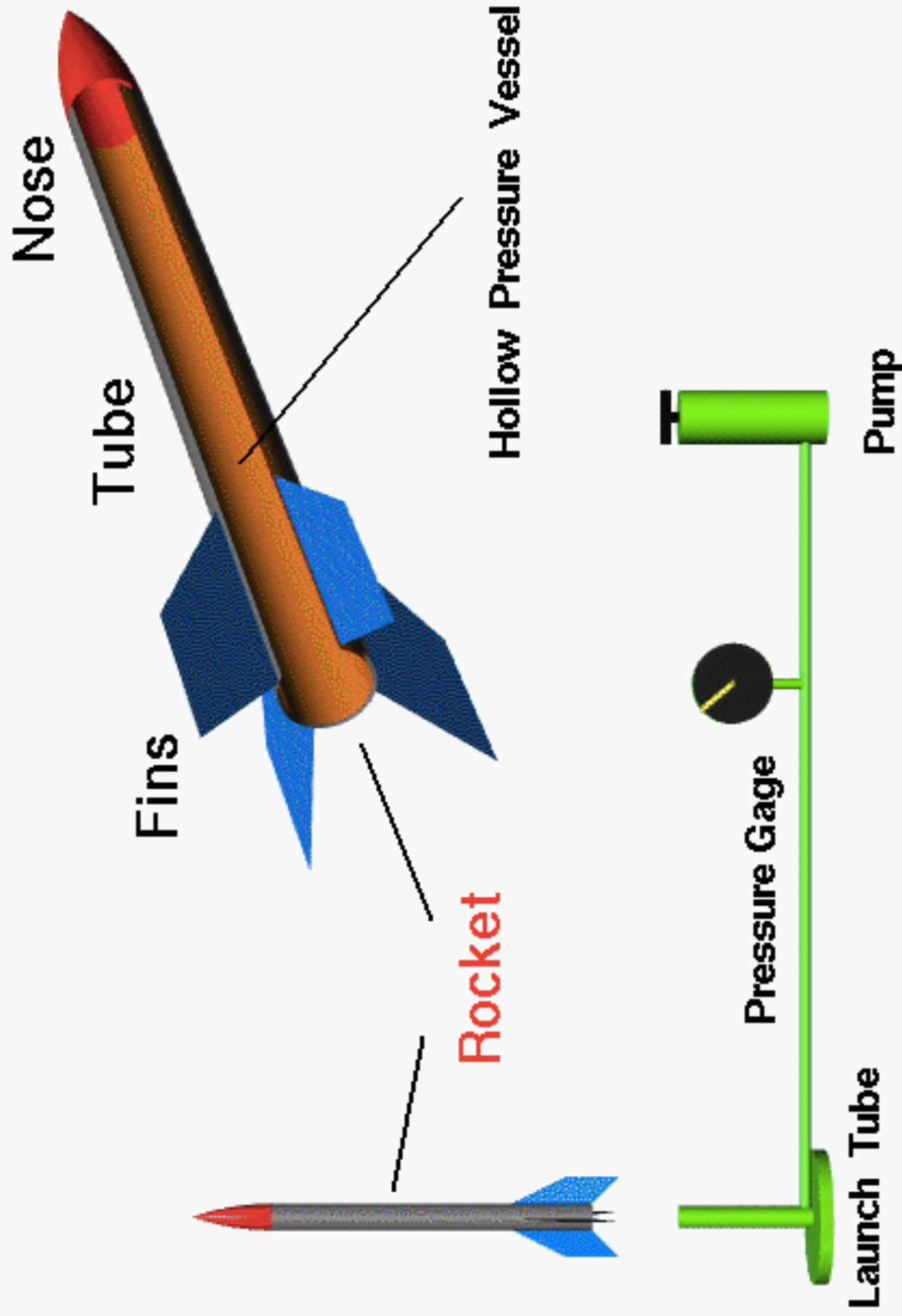
1. USING THE TEMPLATE, TRACE AND CUT OUT THE SEMICIRCLE ON A PIECE OF COLORED PAPER. TRACE AND CUT OUT THE TRIANGLES ON CARDBOARD IF THAT'S YOUR STAND OF CHOICE. (STUDY ANATOMY OF A ROCKET.)
2. IF USING PENCILS OR WOODEN STICKS, TAPE THEM AROUND THE UPPER (OPEN) HALF OF THE BOTTLE SO THAT THEY CAN SERVE AS A STAND WHEN THE BOTTLE IS UPSIDE DOWN. IF USING CARDBOARD, GLUE THE TRIANGLES AROUND THE OPENING FOR THE SAME PURPOSE. THESE BECOME THE FINS OF THE ROCKET.
3. TAKE THE SEMICIRCLE AND FOLD INTO THE SHAPE OF A CONE AND TAPE CLOSED. (USE THIS AS A MOMENT TO EXPLAIN OR REVIEW 2 DIMENSIONAL VS. 3 DIMENSIONAL SHAPES.) TAPE THE OPENING OF THE CONE AROUND THE FLAT END OF THE BOTTLE. THIS BECOMES THE NOSE OF THE ROCKET. COVER FINS AND NOSE IN FOIL IF DESIRED.
4. DECORATE YOUR ROCKET WITH PAINT, COLORED PAPER, OR PERMANENT MARKERS. ALLOW TO DRY.



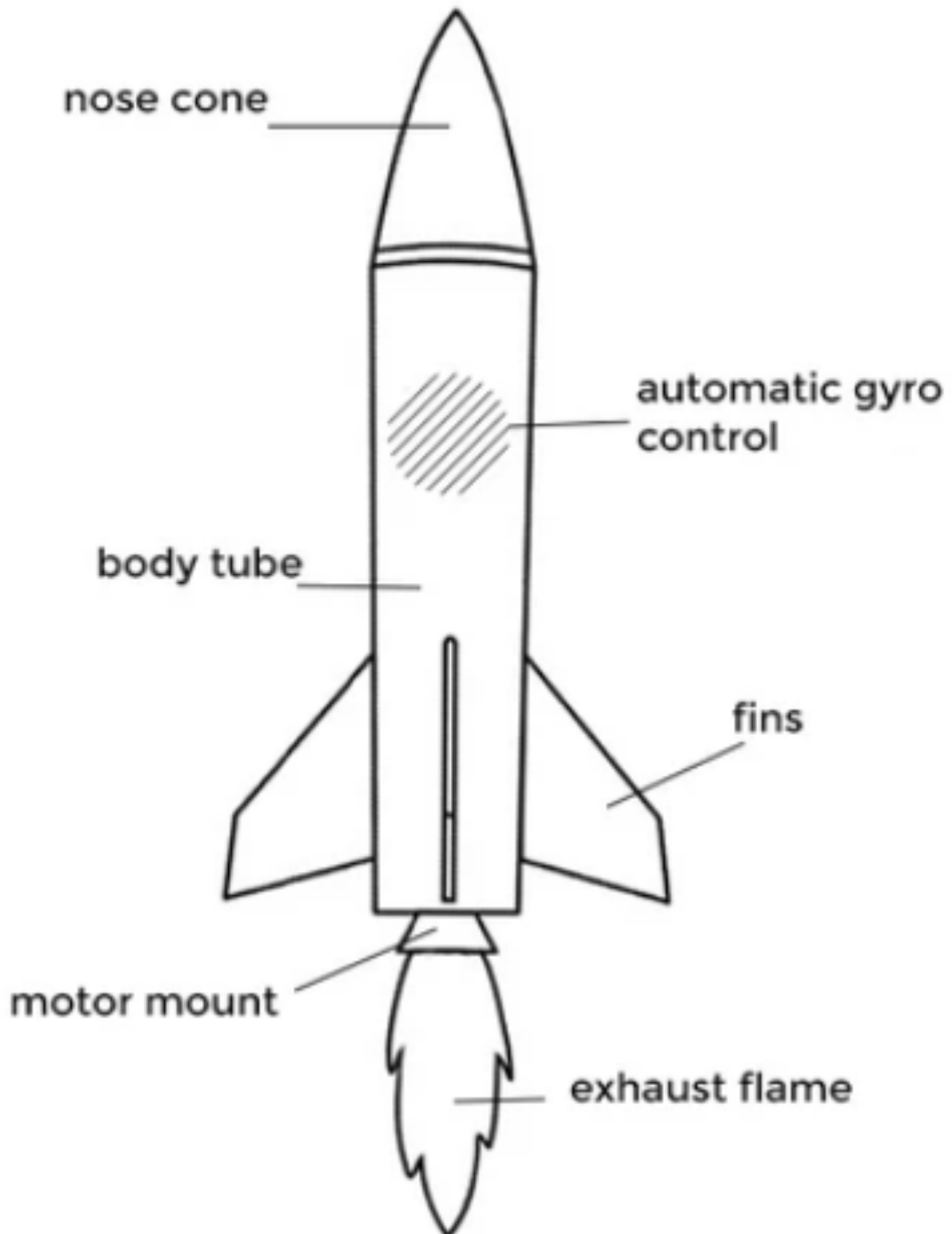




Air Rockets



anatomy of a rocket



FRIDAY- DAY 5 (PRE-K - 5TH)

AFFIRMATION: I LOVE MYSELF. I AM TALENTED, BRILLIANT, &
COURAGEOUS. I AM LOVING, KIND, AND GENEROUS. NIA-
PURPOSE DAY'S FOCUS-GRATITUDE

WAKE UP - RISE WHEN YOU ALL DESIRE

THANK GOD - LIBATIONS & MEDITATION- SEE PLAYLIST

STRETCH -GUIDE YOUR IG IN SIMPLE STRETCHES

MAKE UP THE BED - GUIDE YOUR IMANI GENIUSES IN TAKING PRIDE IN THE CARE OF THEIR BELONGINGS. HELP THEM MAKE UP THE BED, PREPARE TO DO LAUNDRY, AND PRACTICE PUTTING THEIR ITEMS IN PLACE.

USE THE TOILET, WASH YOUR HANDS, BRUSH YOUR TEETH, &

WASH YOUR FACE- ALLOW YOUR IG TO TAKE SOME TIME TO

PRACTICE DOING THESE HYGIENIC TASKS WELL. GUIDE THEM IN WIPING DOWN THE COUNTERS OF THE BATHROOM AND MAKING SURE THEY'VE CLEANED AFTER THEMSELVES.

GET DRESSED- ASK YOUR IG TO DRESS HOW THEY FEEL. IT CAN BE ANYTHING THEY WANT TO WEAR.

EAT- GUIDE YOUR IG IN PREPARING THEIR OWN BREAKFAST & PLANNING FOR THEIR SNACKS AND LUNCH.

GRATITUDE JOURNAL ENTRY

(DRAW, WRITE, OR EXPRESS 3 THINGS YOU'RE GRATEFUL FOR RIGHT NOW. CREATE A THANK YOU CARD FOR A HEALTHCARE WORKER, TEACHER, OR GROCER. SHARE ONLINE WITH HASHTAG #RISEGRATITUDE)

PLAN AN INDEPENDENT FUN BOX

PRACTICE RISE RITUALS -

IN PREPARATION FOR MONDAY





INDEPENDENCE DAY

Guiding Imani Geniuses to be self-sufficient and autonomous.

You did it!

Congratulations RISE Parents and Caretakers! You did it! You survived and thrived in Week 1 of the RISE Complete Two-Week Curriculum. Consider this a graduation from disorientation as we've all been completely disoriented this week. This process has been about adjusting and adapting to the new needs we have as a society. Social distancing has forced us outside of our comfort zones and into our homes to face ourselves and our children...daily....all day....everyday. There was nothing easy or typical about any of this, but we did it! We did it together, and we will continue to support each other.

Now, it's time to guide your Imani Geniuses in transitioning to become more autonomous.

Life as we've known it has changed, and won't be the same in the foreseeable future. Let's prepare them for that. Let's take the time to plan activities or tasks they can do without parental involvement. Spend the next two to three days practicing those activities. Let them have a voice in what they are. Practice redirecting them when they come to you for non-emergent reasons. Trust yourself and them and let go when they've demonstrated they can work, play, and be self-guided. Reward them for growth. Redirect in regression.

This skill isn't just to benefit you and our new circumstance, it is a necessary life skill that takes practice and development. Everything doesn't require your immediate attention. Set aside a time, at dinner perhaps, where you discuss the day's activities with them as opposed to in every moment. It'll take some time, but trust the process. I've included a few activities they can do and you can subscribe to the [RISE Imani Geniuses YouTube channel](#) for more ideas. Together, we can do this! Stay on the RISE families, and thank you for allowing me to play a role in "Cultivating the Genius" of your Imani Geniuses.



INDEPENDENT FUN

FUN THINGS I CAN DO BY MYSELF

Write or draw a picture of different activities Imani Geniuses can do when parents are occupied. Practice them today.

2-5YRS

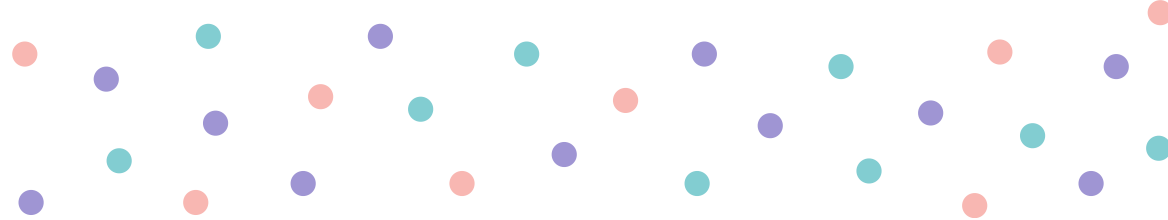
- Dress up as favorite character (put all items back away.)
- Build with fav. tools
- Book Look-sit in reading space and look at the pictures of 10 books. Make up stories for the pictures.
- Create a sticker journal-give the IG a special sheet, book, or area where they can place stickers. Make sure the boundaries are clear.
- Practice Sankofa cards.
- Use this link for more ideas :
<https://www.toddlerapproved.com/2013/05/simple-independent-play-activities-for.html>

6-8YRS

- Host a tea or superhero party with dolls or action figures.
- Read your favorite books and pretend you're one of the characters.
- Create a "Show Mom/Dad" corner where you place everything you want to share at the end of the day.
- Visit Art for Kids Hub and draw your favorite images in your art journal.
- Play Just Dance-use the game or YouTube
- Make a playlist of your favorite songs.
- Write down your favorite meals and plan when you'd want to eat them during the week.
- Pretend you're in a hip hop band and have a pretend concert.
- Practice principles.
- For more:
<https://www.romper.com/p/16-independent-activities-for-kids-under-age-6-so-you-can-get-some-work-done-22627430>

9-11YRS

- Build with Legos.
- Have a virtual playdate.
- Meal plan.
- Have a fashion show in your room.
- Make recyclable art.
- Read your favorite book.
- Make your own playlist on a kids' streaming device with permission.
- Think of a business idea and answer the questions: What is the product/service? Who would it serve? How do I profit?
- Study the Nguzo Saba.
- Dance to your favorite songs.
- Invent something.
- Make slime with permission.
- Write your own affirmation.
- Use this link for more ideas:
<https://www.whatdowedoallday.com/screen-free-indoor-activities-for-kids/>



INDEPENDENT FUN

FUN THINGS I CAN DO BY MYSELF

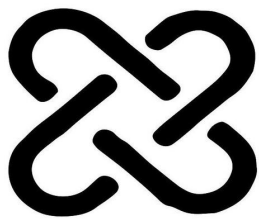
Write or draw a picture of different activities Imani Geniuses can do when parents are occupied on index cards. Place them in a Freedom Jar or box to pull from when necessary. Practice them today.

MORNING

AFTERNOON

NIGHT

u m o j a



u n i t y

kujichagulia



self-determination

ujima



collective work &
responsibility

ujamaa



cooperative economics

nia



purpose

CULTURAL COMPETENCE

"Our culture is not supplemental. It's complementary and elemental." - Javonté Anyabwélé

RITUALS

Rituals are a regular sacred practice of taking the time as a family unit to reflect on our cultural core competencies.

LIBATIONS: an Ancient african practice of recognizing the power of the divine spirit that dwells within all of us, the power and presence of our ancestors, and the gift of future generations. It doesn't matter your religious background or faith. it can be practiced by anyone. Atheists can recognize their higher power as life or our state of being. Use the [RISE Imani Geniuses Soundcloud playlist](https://soundcloud.com/user-398978169/sets/rise-imani-genius-the-album/s-4v4do) to practice. (<https://soundcloud.com/user-398978169/sets/rise-imani-genius-the-album/s-4v4do>)

SANKOFA CARDS: It's important that we're intentional about teaching our children about who we are and from where we come. Use the Sankofa Cards to teach simple facts about our ancestors and heroes. Play matching and "Guess Who" games. Watch the video of this week's heroes on the RISE Imani Geniuses YouTube channel for examples in how to use the cards and introduce them. Teach your Imani Geniuses at least one (1) fact about each one.

AFFIRMATIONS: The affirmations are daily reminders of our greatness and what we're capable of doing. They serve as mantras in many cases to help Imani Geniuses tap into their greatest potential. There is one in particular I'd like you to help your Imani Geniuses learn. We will recite this when we do virtual rituals on Mondays moving forward. It's to be done as a call and response with a leader leading each line. Imani Geniuses will simply repeat. It's as follows:

We are strong African children.

We shall become strong African men and women.

And, we shall always be a credit to our people.

"I AM BECAUSE WE ARE." - AFRICAN PROVERB

**"MISTAKES ARE A PART OF
THE PROCESS."
-T. ANYABWELE**

S T R I V E F O R
progress
N O T P E R F E C T I O N

**"THE MORE WE PRACTICE,
THE BETTER WE GET."
-T. ANYABWELE**



Raising Imhotep
CULTIVATING THE GENIUS

WEEK II LESSON PLAN OVERVIEW

MONDAY

AFFIRMATION: EVERYTHING I
NEED IS EITHER IN ME OR
RIGHT IN FRONT OF ME.
(KUUMBA)

MORNING ROUTINE

RITUALS

FROM WHOM DO WE COME?

YOGA

JOURNAL ENTRY

WHERE ARE WE IN THE

UNIVERSE?

WHERE ARE WE IN THE WORLD?

MATH MAGIC

READING WITH MIMI & MIRMIR

WRITE OUT LOUD!

SCIENCE EXPLORATION

AN ARTIST'S JOY

CHOICE TIME (PUZZLES, CLAY,
PAINTING, BUILDING, ROBOTICS)

TUESDAY

AFFIRMATION: I HAVE FAITH
IN MYSELF. I HAVE FAITH IN
MY PEOPLE. I HAVE FAITH IN
MY GOD. (IMANI)

MORNING ROUTINE

RITUALS

FROM WHOM DO WE COME?

MORNING WALK OR JOG

JOURNAL ENTRY

WHERE ARE WE IN THE

UNIVERSE?

WHERE ARE WE IN THE WORLD?

MATH MAGIC

READING WITH MIMI & MIRMIR

WRITE OUT LOUD!

SCIENCE EXPLORATION

(MIMI & MIRMIR, THE GLAD

SCIENTISTS)

WOMEN'S HISTORY

CHOICE TIME (PUZZLES, CLAY,
PAINTING, BUILDING, ROBOTICS)

WEDNESDAY

AFFIRMATION: WE ARE
STRONG AFRICAN CHILDREN
(POWERFUL). WE SHALL
BECOME STRONG (POWERFUL)
AFRICAN MEN & WOMEN.

MORNING ROUTINE

RITUALS

FROM WHOM DO WE COME?

SCOOTER OR BIKE RIDING

JOURNAL ENTRY

WHERE ARE WE IN THE

UNIVERSE?

WHERE ARE WE IN THE WORLD?

MATH MAGIC

READING WITH MIMI & MIRMIR

WRITE OUT LOUD!

AN ARTIST'S JOY

CHOICE TIME (PUZZLES, CLAY,
PAINTING, BUILDING, ROBOTICS)

THURSDAY

AFFIRMATION: I AM BLESSED
WITH AN AMAZING FAMILY, I
AM LOVED AND VALUABLE. I
AM A PART OF A POWERFUL
COMMUNITY. (UMOJA)

MORNING ROUTINE

RITUALS

FROM WHOM DO WE COME?

KIDS EXERCISE ROUTINE

JOURNAL ENTRY

WHERE ARE WE IN THE

UNIVERSE?

(EXPLORATION OF SPACE)

WHERE ARE WE IN THE WORLD?

MATH MAGIC

READING WITH MIMI & MIRMIR

WRITE OUT LOUD!

THE ARTIST IN ME

CHOICE TIME (PUZZLES, CLAY,
PAINTING, BUILDING, ROBOTICS)

FRIDAY

AFFIRMATION: I WILL HONOR MY
ANCESTORS AND BRING PRIDE
TO MY FAMILY. (KUJICHAGULIA).

MORNING ROUTINE

RITUALS

FROM WHOM DO WE COME?

YOGA OR HIDE & SEEK

FREE JOURNAL ENTRY

WHERE ARE WE IN THE

UNIVERSE?

(SPACE PRESENTATION)

WHERE ARE WE IN THE WORLD?

MATH MAGIC

READING WITH MIMI & MIRMIR

WRITE OUT LOUD!

AN ARTIST'S JOY

CHOICE TIME (PUZZLES, CLAY,
PAINTING, BUILDING, ROBOTICS)

MONDAY- DAY 6 (PRE-K - 5TH)

AFFIRMATION: "EVERYTHING I NEED IS EITHER IN ME OR
RIGHT IN FRONT OF ME." T. ANYABWELÉ
(KUUMBA-CREATIVITY)

CORE VALUE: ACCEPTANCE

MORNING ROUTINE

RITUALS

(JOIN US FOR MORNING RITUALS OR WATCH ITS RECORDING.)

FROM WHOM DO WE COME?

(INTRODUCE 3 ARTISTS FROM SANKOFA CARDS.)

YOGA

(OPTION: SELECT A COSMIC YOGA EPISODE ON YOUTUBE.)

EXPRESSIVE JOURNAL ENTRY

(DRAW, WRITE, OR TELL OF YOUR FAVORITE SPACE IN YOUR HOME.)

WHERE ARE WE IN THE UNIVERSE?

(SEE SOLAR SYSTEMS SONG & LESSON ENCLOSED.)

WHERE ARE WE IN THE WORLD?

(SEE CONT. AND REGIONS SONG. REVIEW LAST WEEK'S LESSON.)

MATH MAGIC

(REVIEW MULTIPLES OF 10 AND PLACE VALUE.)

READING WITH MIMI & MIRMIR

(SEE VIDEOS AND READ ON YOUR OWN.)

WRITE OUT LOUD!

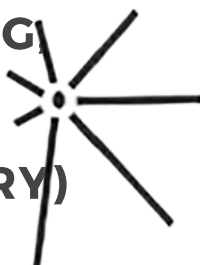
(USE THE PHONICS CARDS FOR READING, SPELLING, & HANDWRITING PRACTICE.)

SCIENCE EXPLORATION (COMPLETE ROCKET CREATION.)

AN ARTIST'S JOY- INSPIRED BY ALMA WOODSEY THOMAS

CHOICE TIME (PUZZLES, CLAY, PAINTING, BUILDING, ROBOTICS)

BRAIN BREAK* (WHENEVER NECESSARY)



I FEEL.....

I feel happy when...

I feel angry when...

I feel so excited when...

I feel sad when...

I feel surprised when....

I feel scared when...

I feel overwhelmed when....

I feel upset with you when....

I feel embarrassed when...

I feel shy or nervous when...

I feel anxious when....

I feel joy when...

Student Name _____

Date _____

Handwriting Practice for Imani Geniuses

My favorite space is the

house is

Student Name _____

Date _____

Handwriting Practice for Imani Geniuses

at eat at at eat at

at hot at at hot at

at sat at at sat at

at mat at at mat at

Student Name _____

Date _____

Handwriting Practice for Imani Geniuses

cabin fact cabin fact

apple ran apple ran

matter am matter am

flag chance flag chance

Student Name _____

Date _____

Handwriting Practice for Imani Geniuses

mannerisms antique

rancid appetite

furnished masterful

thousand happen

distance pandemic

understand afternoon

MONDAY- DAY 6 (PRE-K - 5TH)

WHERE ARE WE IN THE UNIVERSE?

BEGIN BY REVIEWING KEY DETAILS FROM PREVIOUS LESSONS ABOUT THE SUN, EARTH & MARS.

MERCURY IS THE CLOSEST PLANET TO THE SUN, AND OUR SOLAR SYSTEM'S SMALLEST PLANET. IT'S JUST A LITTLE BIGGER THAN OUR MOON. IT HAS A WIDE RANGE OF TEMPERATURES. THE SIDE FACING THE SUN CAN REACH 800 DEGREES, WHILE THE OTHER SIDE IS 300 DEGREES. IT HAS VERY DEEP CRATERS (HOLES) CAUSED BY COMETS AND METEORS SLAMMING INTO THE DENSE PLANET. WE CAN ACTUALLY SEE MERCURY FROM EARTH WHEN THE SUN RISES AND SETS. LOOK FOR SOMETHING THAT LOOKS LIKE A VERY BRIGHT STAR NEAR THE SUN. THAT'S MERCURY!

USING CLAY, CARDSTOCK, CARDBOARD, OR ANY MATERIALS YOU HAVE, CREATE A MODEL OF MERCURY. YOU WILL SAVE AND USE THIS MODEL IN YOUR FINAL SOLAR SYSTEM DISPLAY. SEE LINK ON LINKS PAGE FOR EXAMPLE.

DISCUSSION QUERIES: (MODERATE FOR EACH AGE.)

WHAT IS THE SMALLEST AND CLOSEST PLANET TO THE SUN? (WHAT'S A UNIQUE CHARACTERISTIC OF MERCURY?) -MERCURY IS THE SMALLEST AND CLOSEST PLANET TO THE SUN IN OUR SOLAR SYSTEM.

WHY DOES MERCURY HAVE CRATERS? - CAUSED BY COMETS AND METEORS. (OLDER IG RESEARCH WHY THEY SLAM INTO MERCURY.)

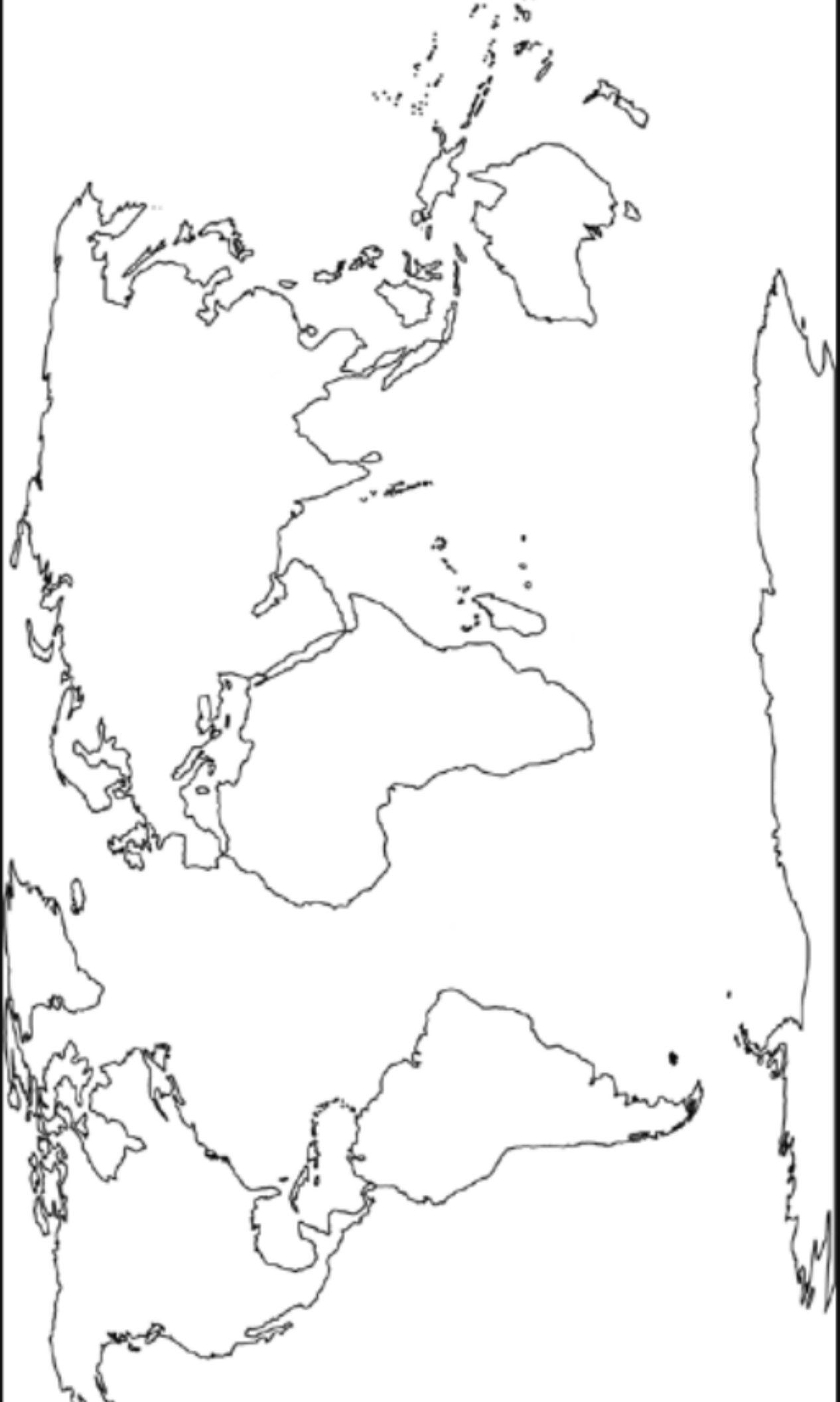
WHAT IS THE CENTER OF OUR SOLAR SYSTEM? - THE SUN

DESCRIBE THE TEMPERATURE ON MERCURY. (IS IT COLD OR HOT)? VERY HOT, BUT IT HAS A RANGE FROM 300-800 DEGREES



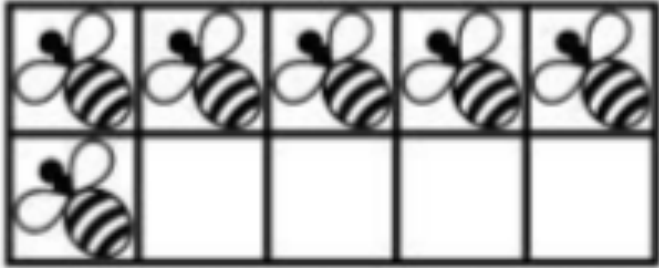
Where are we in the world?

Identify each continent and each ocean. (If you're ready, label each ocean, and each of the four hemispheres, the equator, Prime Meridian, Tropic of Cancer, and Tropic of Capricorn.) Color each continent a different color.



Using your favorite cereal or candy, fill in the blank squares in each ten-frame to find the other half of the equation. Verbally practice the Ways to Get to 10.

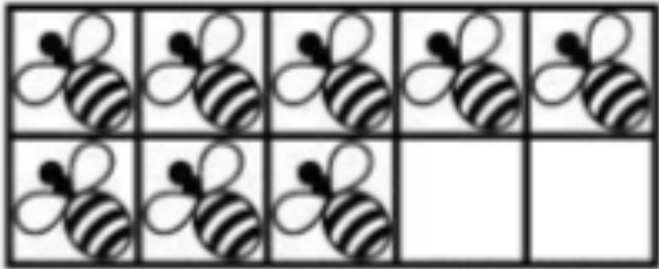
$$6 + \square = 10$$



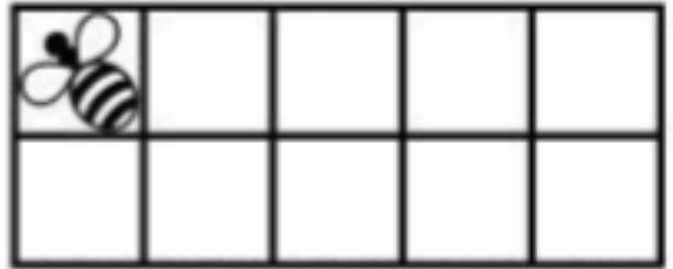
$$2 + \square = 10$$



$$8 + \square = 10$$



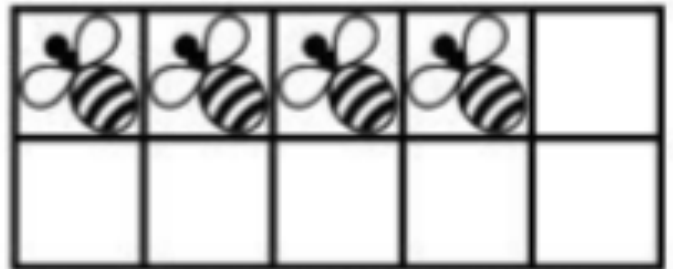
$$1 + \square = 10$$



$$3 + \square = 10$$



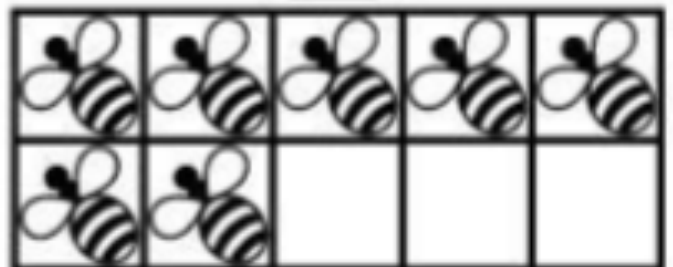
$$4 + \square = 10$$



$$5 + \square = 10$$



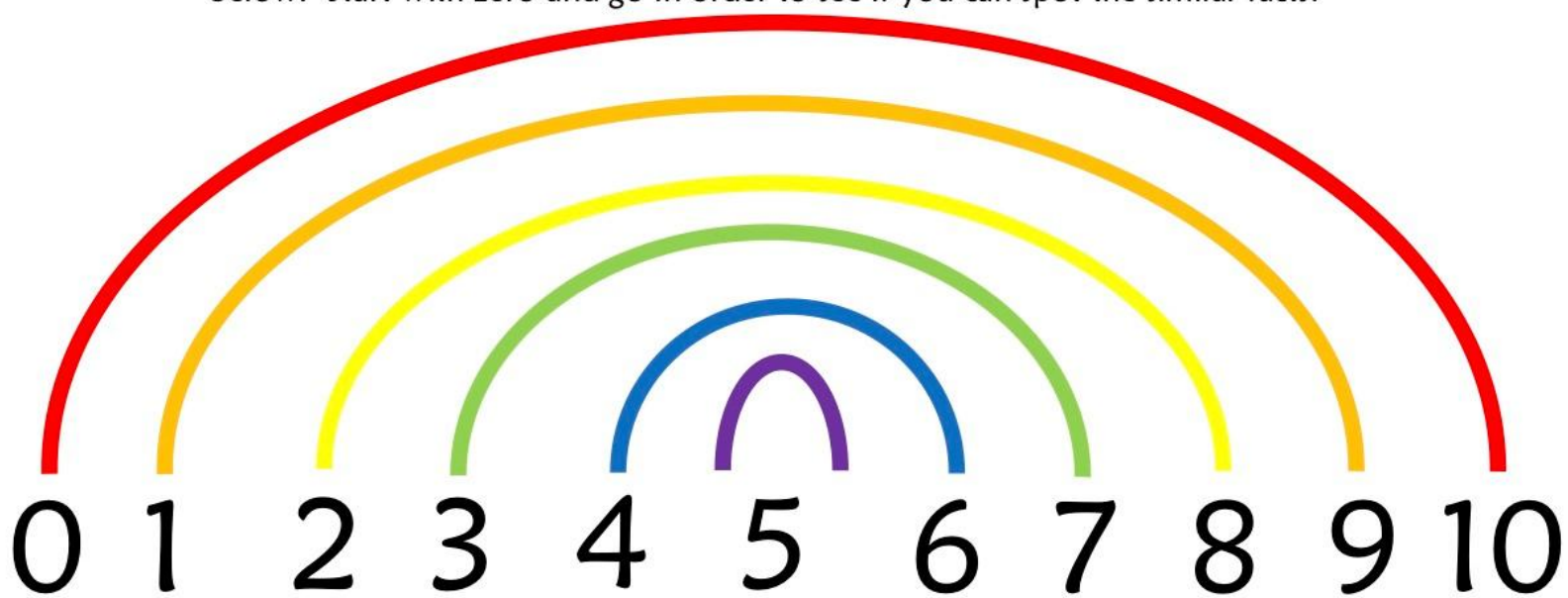
$$7 + \square = 10$$




Name: _____

Rainbow Partners to 10!

Directions: Use the colors of the rainbow to find each partner to 10, then write the facts on the lines below. Start with zero and go in order to see if you can spot the similar facts!



$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
$\underline{\quad} + \underline{\quad} = \underline{\quad}$	 <p>This time start at the bottom and go up!</p>


Objective: Accurately identify two numbers that make 10 when added together.

Name: _____

Rainbow Partners to 10!

Directions: Make your own colors of the rainbow to find each partner to 10, then write the facts on the lines below. Start with zero and go in order to see if you can spot the similar facts!

0 1 2 3 4 5 6 7 8 9 10

$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
$\underline{\quad} + \underline{\quad} = \underline{\quad}$	<div data-bbox="820 1774 998 1911"></div> <div data-bbox="1039 1764 1518 1879">This time start at the bottom and go up!</div>

Objective: Accurately identify two numbers that make 10 when added together.

Using the Ways to Get to 10 Rainbow, tell the missing number in each frame. Verbally practice the Ways to Get to 10.

10	
1	

10	
	2

10	
3	

10	
	4

10	
5	

10	
	6

10	
7	

10	
	8

10	
9	

10	
	10

10	
0	

Part Part Whole

Using the Ways to Get to 10 Rainbow, tell the missing number in each frame. Verbally practice the Ways to Get to 10.

Name: _____

7	
	5

4	5

6	
3	

9	
	4

10	
5	

1	8

10	
3	

9	
	6

9	
7	

Part Part Whole

Using the Ways to Get to 10 Rainbow, tell the missing number in each frame. Verbally practice the Ways to Get to 10.

Name: _____

70	
	50

40	50

60	
30	

90	
	40

100	
50	

10	80

100	
30	

90	
	60

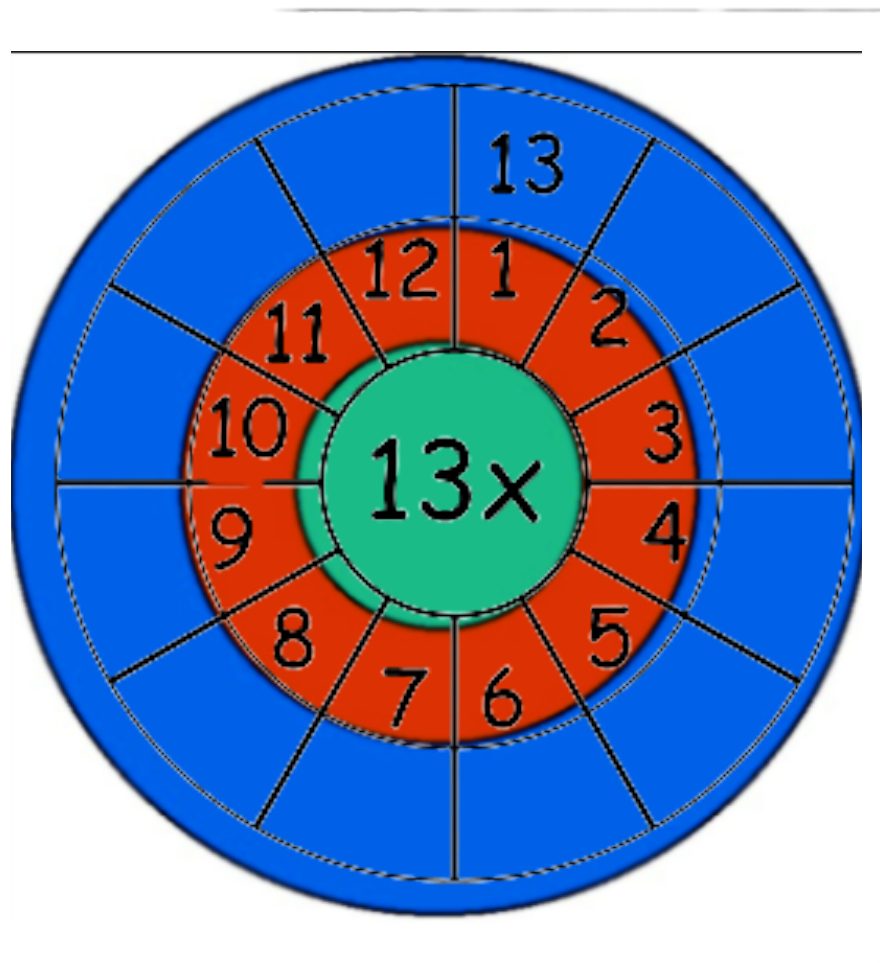
90	
70	

Math Magic

4th-6th Grade

Using the completed multiplication concentric circles worksheets from Week I as an example (they are included), replicate the designs of the sets that are the most challenging for you in your math notebook. Color the center circle, the first layer with the different factors, and the last layer for the products a different color. Fill in the blank with the missing numbers for each one.

Example:



Kuumba

An Artist's Joy



Kuumba is the 6th principle in the Nguzo Saba and means creativity in Swahili. It means using all that we have to create all that we need to uplift our community. We each have that power and responsibility.

This week, we're going to study three artists from the Sankofa Cards. Today's artist is Alma Woodsey Thomas.

Study her style of Expressionist Paintings, and use it to inspire your own watercolor painting of the Kuumba symbol. If you don't have watercolor paint, you can use food coloring, markers, crayons, or colored pencils. Remember, "everything we need is either within us or right in front of us."



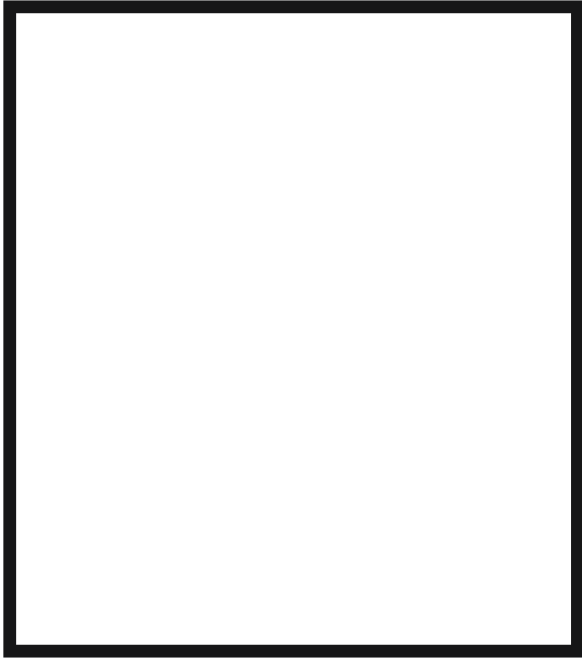
Kuumba

An Artist's Joy Essay

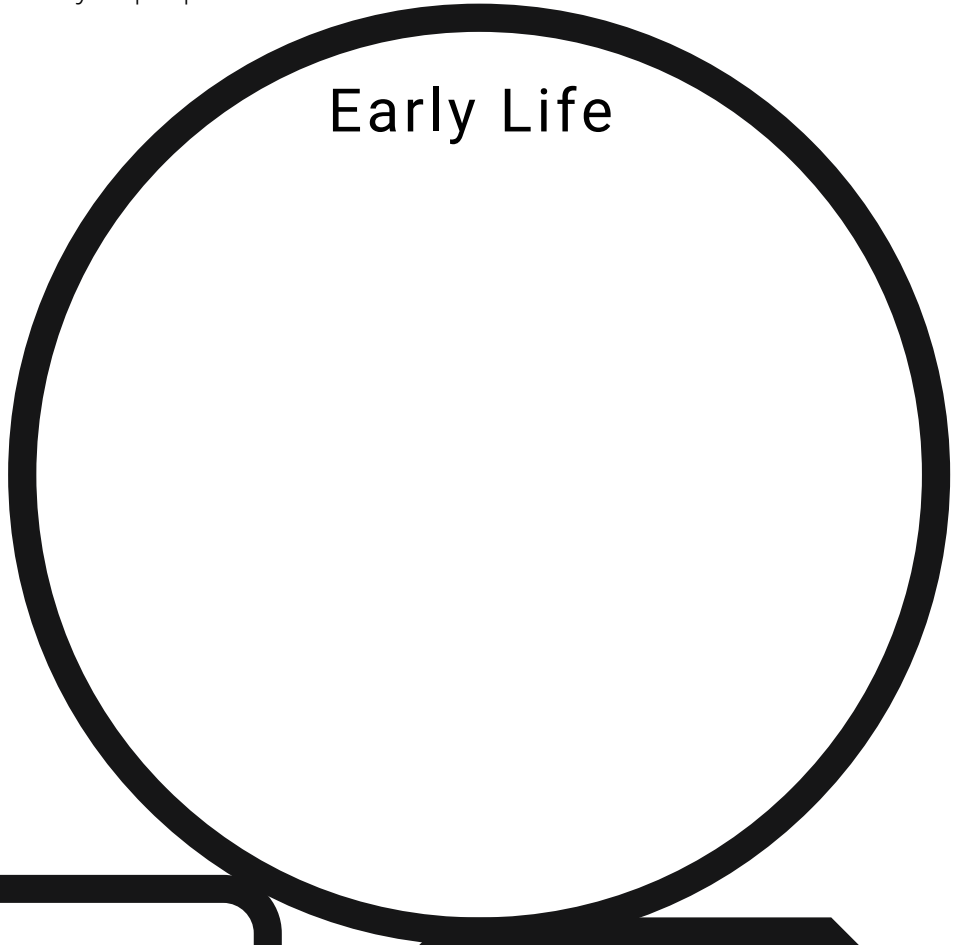


Choose one of the artists from the Sankofa Cards to research in more depth. Begin researching and pre-writing for a biographical essay on your favorite artist from the Sankofa Cards. Complete the Pre-Writing Plan today in preparation.

Picture



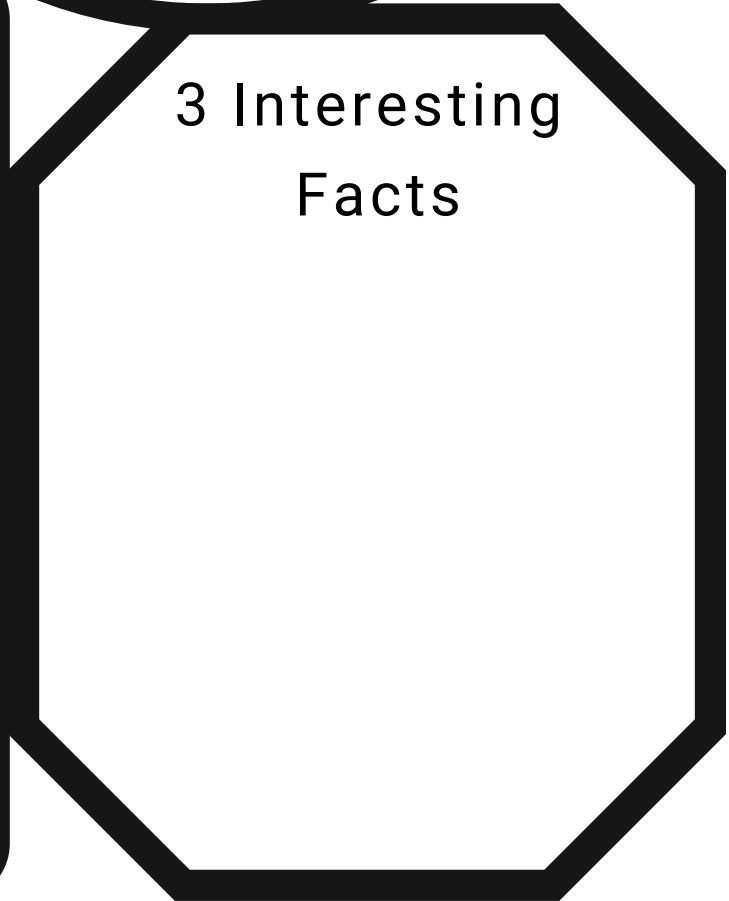
Early Life



Major Achievements



3 Interesting
Facts



TUESDAY- DAY 7 (PRE-K - 5TH)

AFFIRMATION: I HAVE FAITH IN MYSELF. I HAVE FAITH IN MY
PEOPLE. I HAVE FAITH IN MY GOD. (IMANI- FAITH) CORE
PRINCIPLE: CONFIDENCE

MORNING ROUTINE

RITUALS -RECORD YOUR OWN AND SHARE WITH OUR COMMUNITY

FROM WHOM DO WE COME?

(INTRODUCE AT LEAST 1 SANKOFA CARD A DAY. REPEAT PREVIOUS ONE.)

TALK A WALK

(OBSERVE THE PLACEMENT OF THE SUN. WALK AROUND INSIDE IF INCLEMENT
WEATHER AND VISIT FAVORITE SPACES.)

JOURNAL ENTRY- DRAW, WRITE, OR ORATE

PROMPT: IF YOU DISCOVERED A SECRET PASSAGEWAY IN YOUR HOME,
WHERE WOULD IT LEAD? WHO WOULD YOU TELL?

WHERE ARE WE IN THE UNIVERSE?

(SEE LESSON ABOUT SOLAR SYSTEM MODEL. SING SONG.)

WHERE ARE WE IN THE WORLD?

(USE MAP FROM DAY 1. INTRODUCE OR REVIEW EQUATOR AND PRIME
MERIDIAN FOR YOUNG ONES, COORDINATES, HEMISPHERES, AND WHAT
HAPPENS DURING SPRING EQUINOX FOR OLDER ONES. SEE PREVIOUS
LESSON.)

MATH MAGIC

(REVIEW DOUBLES TO 100 CHANT & WAYS TO GET TO 10. SEE RISE SOUNDTRACK.)

READING WITH MIMI & MIRMIR

(SEE VIDEOS AND READ A BOOK BY A FEMALE AUTHOR.)

WRITE OUT LOUD!

(PRE-K-2ND: PRACTICE HANDWRITING AND SPELLING 3RD-5TH: BEGIN DRAFTING ESSAY ON
CHOSEN ARTIST FOR THE WEEK.)

SCIENCE EXPLORATION (MIMI & MIRMIR, THE GLAD SCIENTISTS)

CHOICE TIME (PUZZLES, CLAY, PAINTING, BUILDING, ROBOTICS
AS NECESSARY)

BRAIN BREAK* (AS NECESSARY)



TUESDAY- DAY 7

(PRE-K - 2ND)

WHERE ARE WE IN THE UNIVERSE?

BEGIN BY REVIEWING KEY DETAILS FROM PREVIOUS LESSONS.

VENUS, NAMED AFTER THE ROMAN GODDESS OF LOVE AND BEAUTY, IS THE 2ND PLANET FROM THE SUN. IT IS ONE OF FOUR TERRESTRIAL PLANETS, WHICH MEANS IT'S ROCKY LIKE EARTH. IT'S CALLED EARTH'S SISTER PLANET BECAUSE THEY ARE SIMILAR IN SIZE, MASS, AND DISTANCE FROM THE SUN. LIKE MERCURY, IT DOESN'T HAVE ANY MOONS.

USING CLAY, CARDSTOCK, CARDBOARD, OR ANY MATERIALS YOU HAVE, CREATE A MODEL OF MARS. YOU WILL SAVE AND USE THIS MODEL IN YOUR FINAL SOLAR SYSTEM DISPLAY. SEE LINK FOR EXAMPLE.

DISCUSSION QUERIES: (MODERATE FOR EACH AGE.)

WHAT IS THE DIFFERENCE BETWEEN THE UNIVERSE, THE GALAXY, AND THE SOLAR SYSTEM? - UNIVERSE>THE GALAXY>THE SOLAR SYSTEM

WHAT DO MERCURY AND VENUS HAVE IN COMMON? - NEITHER HAS A MOON.

WHICH PLANET CAN WE SEE FROM EARTH AT SUNRISE AND SUNSET? - MERCURY

TUESDAY- DAY 7 (3RD - 5TH)

WHERE ARE WE IN THE UNIVERSE?

BEGIN BY REVIEWING KEY DETAILS FROM PREVIOUS LESSONS.
FILL IN THE BLANKS AFTER RESEARCHING THE PLANET.

VENUS, NAMED AFTER _____, IS
THE _____ PLANET FROM THE SUN. IT IS ONE OF FOUR
TERRESTRIAL PLANETS, WHICH MEANS _____
_____. IT'S CALLED EARTH'S SISTER
PLANET BECAUSE THEY ARE SIMILAR IN _____,
AND _____. LIKE MERCURY,
IT DOESN'T HAVE ANY _____.

USING CLAY, CARDSTOCK, CARDBOARD, OR ANY MATERIALS YOU
HAVE, CREATE A MODEL OF MARS. YOU WILL SAVE AND USE THIS
MODEL IN YOUR FINAL SOLAR SYSTEM DISPLAY. SEE LINK FOR
EXAMPLE.

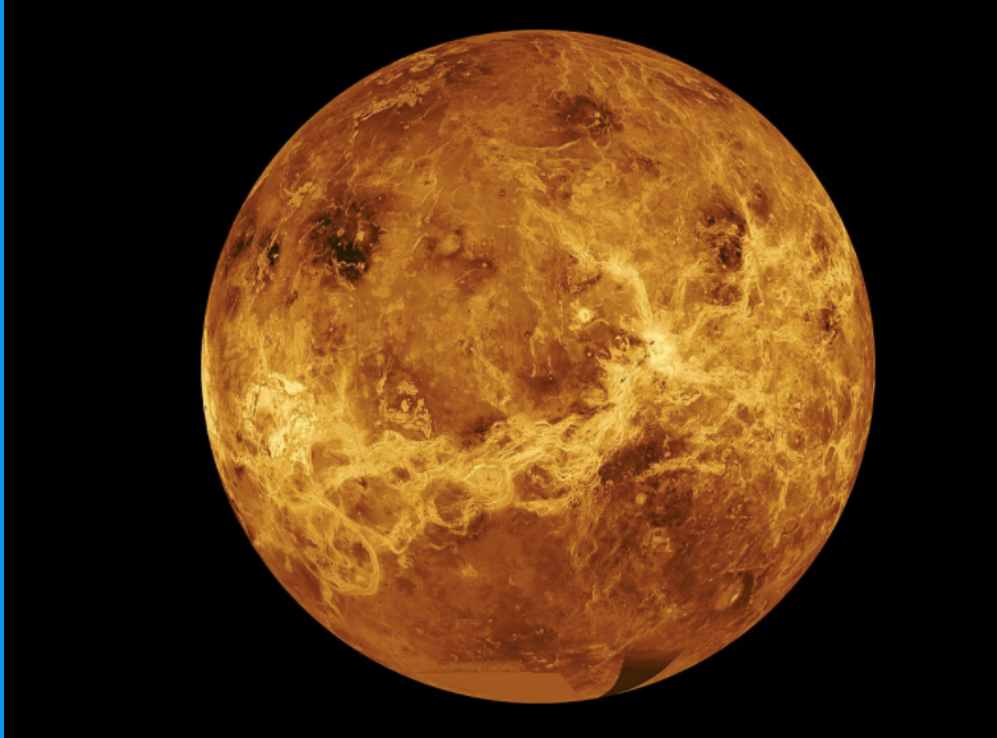
DISCUSSION QUERIES: (MODERATE FOR EACH AGE.)

**WHAT IS THE DIFFERENCE BETWEEN THE UNIVERSE, THE
GALAXY, AND THE SOLAR SYSTEM? - UNIVERSE>THE GALAXY>THE
SOLAR SYSTEM**

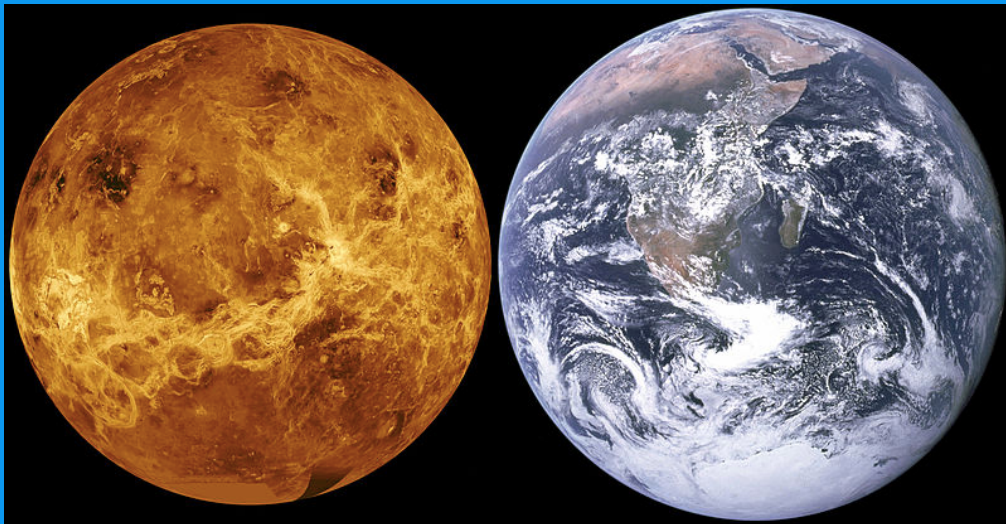
**WHAT DO MERCURY AND VENUS HAVE IN COMMON? - NEITHER
HAS A MOON.**

**WHICH PLANET CAN WE SEE FROM EARTH AT SUNRISE AND
SUNSET? - MERCURY**

TUESDAY- DAY 7 (PRE-K - 5TH)



False-color global radar view of Venus
(without the clouds)
from Magellan between 1990 and
1994



Side by side comparison of Venus and Earth.

Tuesday Day 7: **3, 2, 1, Blast Off!**

Launching Our Rockets

Watch MiMi & MirMir, The Glad Scientists' "3, 2, 1, Blast Off" episode on YouTube, and launch your own rocket following the instructions below.

Option 1:

Materials

- Completed rocket from previous lesson.
- 3 squares of toilet tissue OR a half of sheet of construction paper, or coffee filter
- Baking soda
- White vinegar (if you don't have white vinegar, substitute apple cider vinegar or lemon juice.)
- Cork that fits the opening of the rocket
- Outdoor space
- Safety goggles
- An adult

1. Mark a space on the ground outside as your launch point.
2. Pour 1 tbsp of baking soda into the center of the tissue, paper, or filter. Roll the paper and twist both ends almost like a wrapped piece of candy. Try to make it form into a ball that would fit inside the opening of the rocket. Place it down on the side.
3. Pour 1/2 cup of vinegar or substitute substance into the rocket.
4. Quickly place your baking soda ball into the opening of the rocket and SEAL QUICKLY.
5. Stand the rocket upside down, nose pointing to the sky, and stand back.
6. Count off for Blast off from 3.
7. Record the distance from launch point to landing point.

Stretch the lesson:

1. What are some other procedures you could follow to launch your rocket?
2. If you changed the amount of baking soda and vinegar, what effect would that have on the distance your rocket travels and its time to launch?
3. What is causing the rocket to launch? (Don't worry. We'll be learning about this in coming lessons!)



- QUOTE OF THE DAY -

**It does not
matter how
slowly you go
as long as you
do not stop.**

- CONFUCIUS -

WEDNESDAY- DAY 8

(PRE-K - 5TH)

AFFIRMATION: WE ARE STRONG AFRICAN CHILDREN (POWERFUL).
WE SHALL BECOME STRONG (POWERFUL) AFRICAN MEN & WOMEN.
AND, WE SHALL ALWAYS BE A CREDIT TO OUR PEOPLE.

TODAY IS A DAY TO RESET AND REFLECT ON ALL OF THE PAST PRINCIPLES, CORE VALUES, AND PAST LESSONS THAT SHOULD BE REVISITED. DO THIS AFTER THE COMPLETION OF EVERY SEVEN DAY CYCLE.

MORNING ROUTINE SONG

**LIBATIONS & MEDITATION- SEE ALBUM OR RECORD YOUR OWN
FROM WHOM DO WE COME?**

(REFLECT ON ALMA W. THOMAS & MELISSA MITCHELL.)

BIKE RIDING OR OUTDOOR EXPLORATION

ORAL JOURNAL ENTRY

(EXPRESS WHAT YOU'D LIKE TO RESET (START OVER) TODAY.)

WHERE ARE WE IN THE UNIVERSE?

(MAKE PROGRESS IN SOLAR SYSTEM DISPLAY COMPLETION.)

WHERE ARE WE IN THE WORLD?

(IDENTIFY WHERE WE ARE AND EXPLORE WHERE WE'D LIKE TO GO.)

READING WITH MIMI & MIRMIR

(SEE VIDEOS OR READ ON YOUR OWN.)

WRITE OUT LOUD!

(3RD-5TH IG, MAKE PROGRESS ON DRAFTING, REVISING, OR EDITING ARTIST'S ESSAY.)

AN ARTIST'S JOY (CREATE INSPIRED BY MELISSA MITCHELL.)

CHOICE TIME (PUZZLES, CLAY, PAINTING, BUILDING, ROBOTICS
AS NECESSARY)

BRAIN BREAK* (AS NECESSARY)



WEDNESDAY- DAY 8

(PRE-K - 5TH)

WHERE ARE WE IN THE UNIVERSE?

BEGIN BY REVIEWING KEY DETAILS FROM PREVIOUS LESSONS..
MAKE SURE TO NOTE CORRECTIONS.

JUPITER IS THE LARGEST AND 5TH PLANET FROM THE SUN IN OUR SOLAR SYSTEM, AND A GAS GIANT! IT IS SO BRIGHT THAT IT CAN ALSO BE SEEN IN THE NIGHT SKY. IT IS ONE OF FOUR PLANETS TO HAVE RINGS. IT IS MOSTLY MADE OF HYDROGEN GAS, AN ELEMENT IN YOU AND I. THERE ARE SO MANY DIFFERENT STORMS HAPPENING ON JUPITER, THAT THEY ALL MEET IN ONE GREAT RED SPOT THAT HAS BEEN SEEN FOR HUNDREDS OF YEARS.

JUPITER IS FOLLOWED BY SATURN, WHICH IS THE SECOND-LARGEST AND 6TH PLANET FROM THE SUN. IT IS ALSO A GAS GIANT MADE OF HYDROGEN AND HELIUM. IT IS PALE YELLOW IN COLOR, BUT THE MOST UNIQUE TRAIT ABOUT IT IS THAT IS HAS THE LARGEST SET OF RINGS! THE RINGS ARE MOSTLY MADE OF ICE, ROCKS, AND DUST.

USING CLAY, CARDSTOCK, CARDBOARD, OR ANY MATERIALS YOU HAVE, CREATE A MODEL OF THESE TWO PLANETS. YOU WILL SAVE AND USE THIS MODEL IN YOUR FINAL SOLAR SYSTEM DISPLAY. SEE LINK ON LINKS PAGE FOR EXAMPLE.

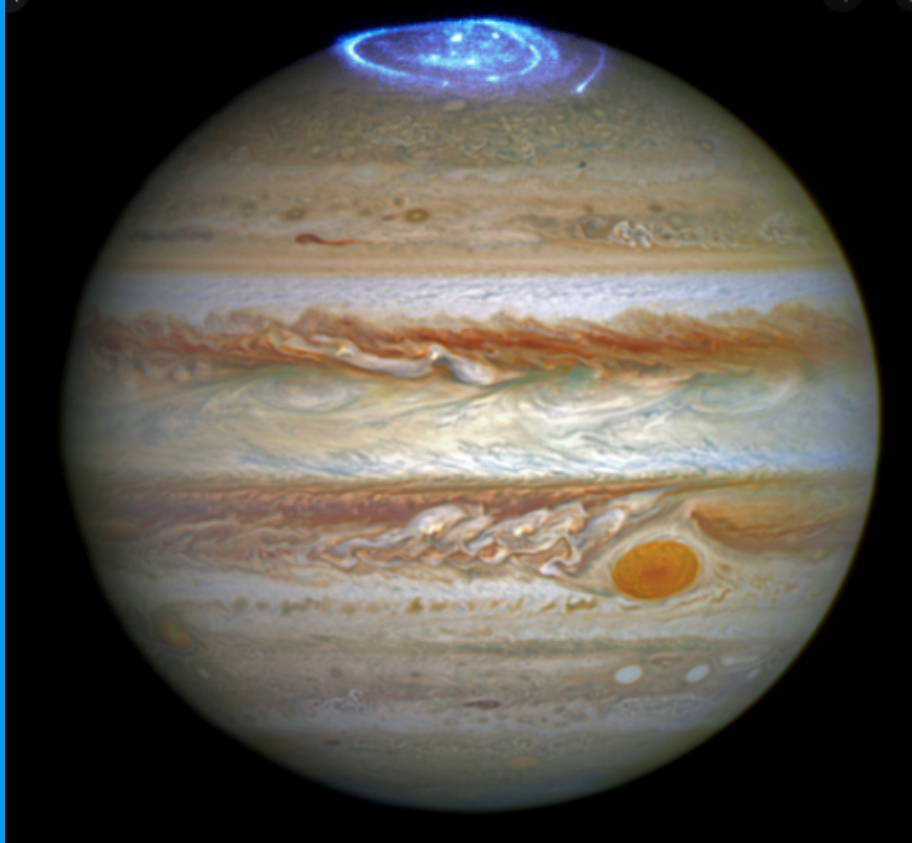
DISCUSSION QUERIES: (MODERATE FOR EACH AGE.)

WHAT IS THE ONLY PLANET WITH HUMAN LIFE? -EARTH

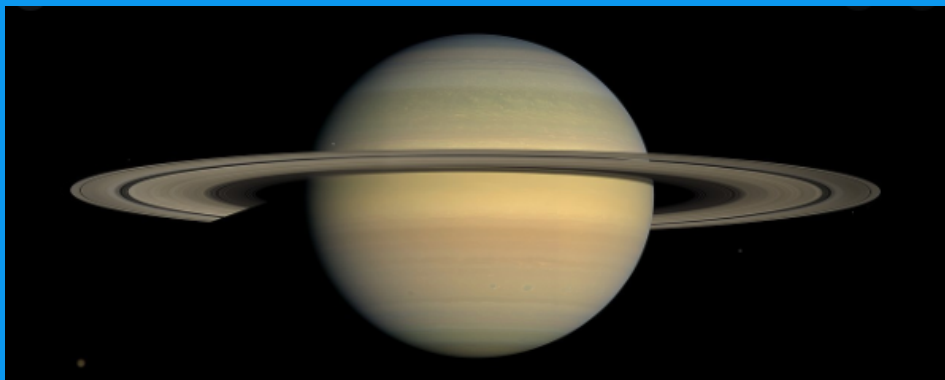
WHAT IS THE LARGEST PLANET IN THE SOLAR SYSTEM? - JUPITER

**WHAT'S THE MOST UNIQUE FEATURE OF SATURN ? - IT
HAS THE LARGEST SET OF RINGS.**

WEDNESDAY- DAY 8
(PRE-K - 5TH)



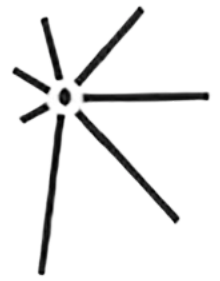
Jupiter



Saturn

Kuumba

An Artist's Joy



Reflecting on Kuumba, the 6th principle in the Nguzo Saba, create an artist inspired project.

This week, we're going to study three artists from the Sankofa Cards. Today's artist is Melissa Mitchell. Study her style of Free Form designs and use of vibrant (bright) colors, and use it to inspire your own acrylic painting of your favorite Nguzo Saba symbol. (see following page.) If you don't have acrylic paint, you can use food coloring, markers, crayons, or colored pencils. Remember, "everything we need is either within us or right in front of us."



Using the clues hidden in past lessons, identify the principle each Adinkra symbol represents.





kujichagulia



self-determination

ujima



collective work &
responsibility

ujamaa



cooperative economics

nia



purpose

kuumba



creativity

imani



faith

CULTURAL COMPETENCE

"Our culture is not supplemental. It's complementary and elemental." - Javonté Anyabwélé

RITUALS

Rituals are a regular sacred practice of taking the time as a family unit to reflect on our cultural core competencies.

LIBATIONS: an Ancient african practice of recognizing the power of the divine spirit that dwells within all of us, the power and presence of our ancestors, and the gift of future generations. It doesn't matter your religious background or faith. it can be practiced by anyone. Atheists can recognize their higher power as life or our state of being. Use the [RISE Imani Geniuses Soundcloud playlist](#) to practice.

SANKOFA CARDS: It's important that we're intentional about teaching our children about who we are and from where we come. Use the Sankofa Cards to teach simple facts about our ancestors and heroes. Play matching and "Guess Who" games. Watch the video of this week's heroes on the RISE Imani Geniuses YouTube channel for examples in how to use the cards and introduce them. Teach your Imani Geniuses at least one (1) fact about each one.

AFFIRMATIONS: The affirmations are daily reminders of our greatness and what we're capable of doing. They serve as mantras in many cases to help Imani Geniuses tap into their greatest potential. There is one in particular I'd like you to help your Imani Geniuses learn. We will recite this when we do virtual rituals on Mondays moving forward. It's to be done as a call and response with a leader leading each line. Imani Geniuses will simply repeat. It's as follows:

*We are strong African children.
We shall become strong African men and women.
And, we shall always be a credit to our people.*

"I AM BECAUSE WE ARE." - AFRICAN PROVERB

RISE 8 DAY PLAN

TREKKING THROUGH THE NGUZO
SABA ONE DAY AT A TIME

At the end of the seven day cycle, we should take some time to "Rest, Reflect, & Reset." This gives us the opportunity to assess what is working, and what requires alteration. It allows us to replenish that which we've lost in energy and take a moment to show gratitude for all we've gained. No matter when it falls, honor this day at least once after every seven.

DAY 1

PRINCIPLE:
UMOJA-UNITY

CORE VALUE:
COMMUNITY

PRACTICE:
GRACE

DAY 2

PRINCIPLE:
KUJICHAGULIA-
SELF-
DETERMINATION

CORE VALUE:
CONFIDENCE

PRACTICE:
FLEXIBILITY

DAY 3

PRINCIPLE:
UJIMA- COLLECTIVE
WORK &
RESPONSIBILITY

CORE VALUE:
COMPASSION

PRACTICE:
KINDNESS

DAY 4

PRINCIPLE:
UJAMAA-
COOPERATIVE
ECONOMICS

CORE VALUE:
LEADERSHIP

PRACTICE:
ACCOUNTABILITY

DAY 5

PRINCIPLE:
NIA-PURPOSE

CORE VALUE: FOCUS

PRACTICE:
DISCIPLINE

DAY 6

PRINCIPLE:
KUUMBA-CREATIVITY

CORE VALUE:
INNOVATION

PRACTICE:
GRIT & ACCEPTANCE

DAY 7

PRINCIPLE:
IMANI-FAITH

CORE VALUE:
PERSISTENCE

PRACTICE:
GRATITUDE

DAY 8

REST

REFLECT

RESET

THURSDAY- DAY 9

(PRE-K - 5TH)

AFFIRMATION: I AM BLESSED WITH AN AMAZING FAMILY,
I AM LOVED AND VALUABLE. I AM A PART OF A
POWERFUL COMMUNITY.(UMOJA)

MORNING ROUTINE SONG- SUBMIT VIDEO ONLINE

**LIBATIONS & MEDITATION- SEE ALBUM OR RECITE YOUR OWN
FROM WHOM DO WE COME?**

(INTRODUCE 1 SANKOFA CARD A DAY. REPEAT SOME FROM
PREVIOUS DAYS.)

**JUST DANCE - USE LINKS INCLUDED FOR PHYSICAL ACTIVITY
DREAM JOURNAL ENTRY**

(DRAW, WRITE, OR EXPRESS WHAT YOU DREAMED OF LAST NIGHT.)
WHERE ARE WE IN THE UNIVERSE?

(CHOOSE LEVEL APPROPRIATE ACTIVITY FROM ENCLOSED.)

WHERE ARE WE IN THE WORLD?

(AFTER REVIEWING CONTINENTS, DISCUSS THE CHANGES
YOU'RE NOTICING IN SPRING.)

MATH MAGIC

(USING MANIPULATIVES OF CHOICE, SOLVE LEVEL APPROPRIATE
QUERIES PREVIOUSLY ENCLOSED.)

READING WITH MIMI & MIRMIR

(SEE VIDEOS ON LINKS PROVIDED AND READ ON YOUR OWN.)

WRITE OUT LOUD!

(USE VOCAB. CARDS FOR PRACTICE. OLDER IGS START PUBLISHING ESSAY ON ARTIST BIO.)

**THE ARTIST IN ME (MAKE PROGRESS ON ARTIST INSPIRED
PROJECT)**

**CHOICE TIME (PUZZLES, CLAY, PAINTING, BUILDING, ROBOTICS
AS NECESSARY)**

BRAIN BREAK* (AS NECESSARY)



THURSDAY- DAY 9
(PRE-K - 5TH)

Journal Entry Ideas Shared from "Parents Together"

Writing Practice

Older Kids: Use the questions as writing prompts and have your kiddos journal their answers

Younger Kids: Practice writing one or two words related to the question

Staying Connected

Older Kids: Schedule a video call with your kiddo's friends or classmates and use a question as an icebreaker.

Younger Kids: Have grandparents or other relatives ask your kiddos the questions via a phone or video call.

Bonus These are a great way for adults to connect and stay in touch during this crisis too!

Artistic Inspiration

Have your kiddos express their answers through art! Here are some ideas:

- Make a collage of your answer using pictures from newspapers/magazines
- Sculpt your answer out of clay
- Act out your answer as a short play
- Make your answer into a comic

My Book of Space Words

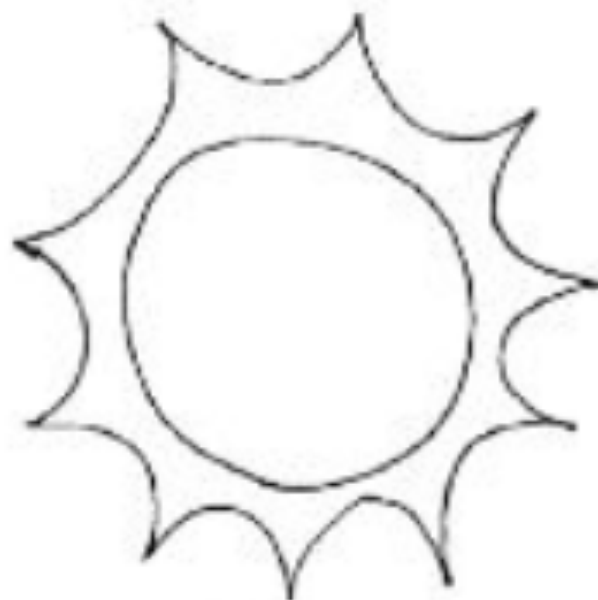


Earth

Name _____



Moon



Sun

My 8 Planets Writing Practice

Read, say, and trace each planet's name.

Mercury



Jupiter

Venus



Saturn

Earth



Uranus

Mars



Neptune



I can read, say, and trace each planet's name.

Name: _____

PLANETS

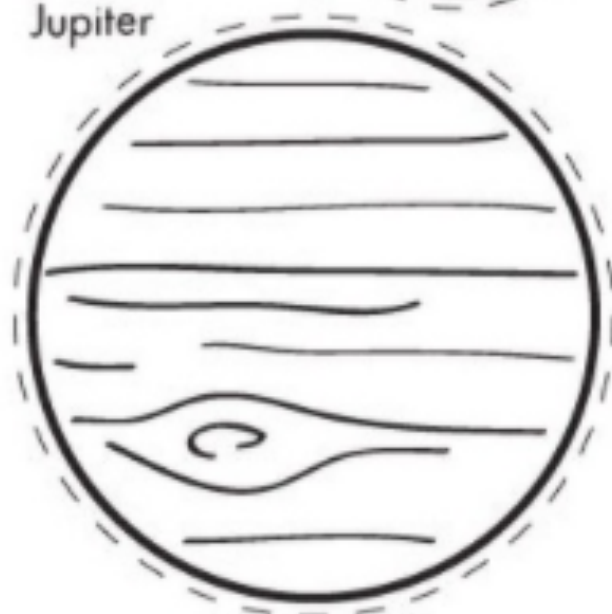
Mercury



Venus



Jupiter



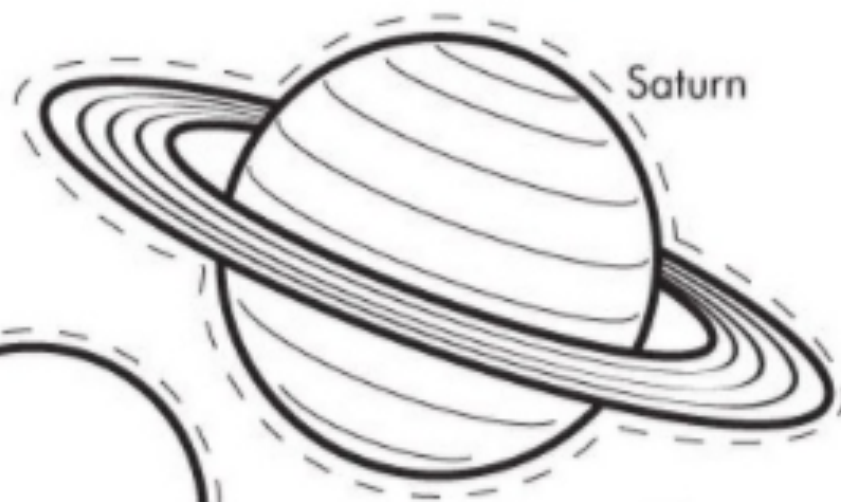
Earth



Mars



Saturn

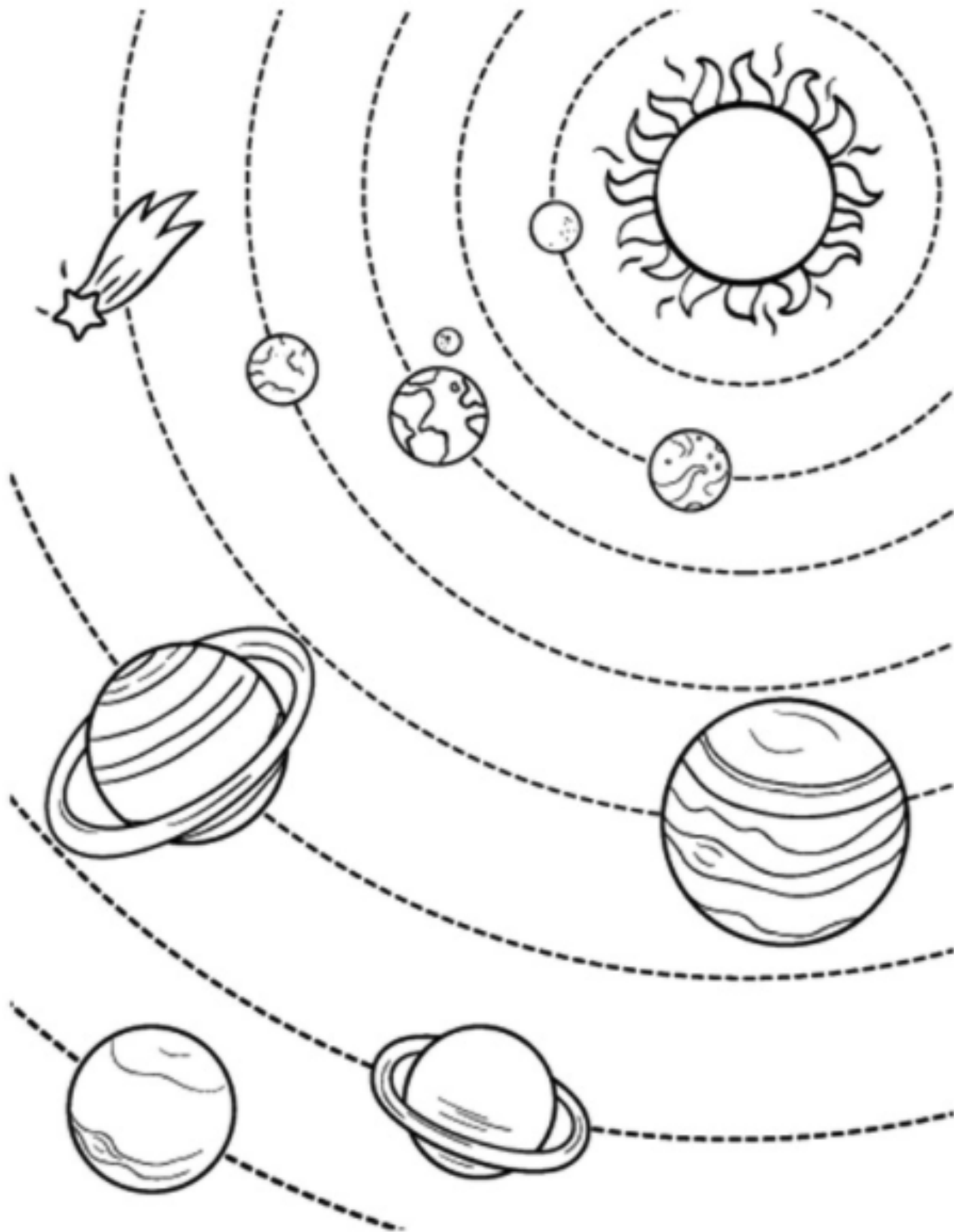


Uranus



Neptune





Write one unique fact about each planet on the blank cards.
Cut out each card and match the facts with the planets.

~ Solar System ~



CUT AND PASTE PLANETS ACTIVITY

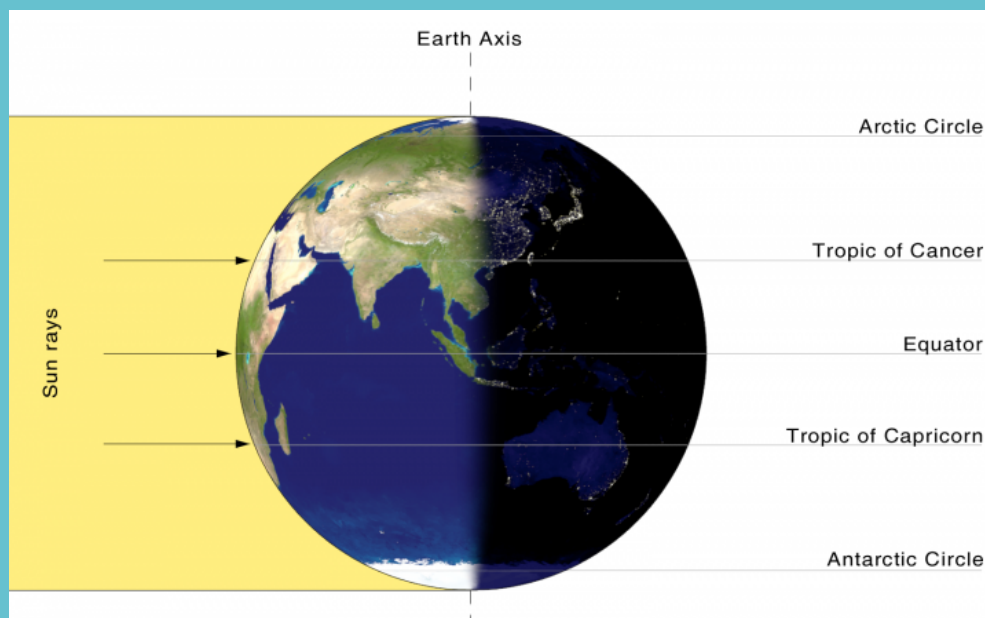
craftionary.net

8 Planets of the Solar System

BONUS: SPRING INTO LEARNING

MARCH 19, 2020 WAS THE FIRST DAY OF SPRING IN THE NORTHERN HEMISPHERE AND THE EARLIEST START OF SPRING IN 124 YEARS!!! IT'S ALSO THE SPRING EQUINOX, WHICH MEANS "EQUAL (AEQUUS) NIGHT (NOX)." THE EQUINOX IS THE DAY THAT EVERYONE AROUND THE WORLD EXPERIENCES THE SAME AMOUNT OF DAY AND NIGHT. NOW, WE'LL HAVE EARLIER SUN RISES AND LATER SUNSETS. THAT MEANS MORE TIME TO PLAY OUTSIDE!

WHAT HAPPENS ON THE MARCH EQUINOX?: DURING THE EQUINOX THE EARTH IS STANDING UPRIGHT INSTEAD OF TILTING ON ITS AXIS. THE SUN'S LIGHT SHINES ON EARTH FROM THE SOUTH POLE TO THE NORTH POLE, AND EVERYONE GETS AN EQUAL AMOUNT OF SUNSHINE AND MOONLIGHT. AFTER THE EQUINOX, THE NORTHERN HEMISPHERE TILTS TOWARDS THE SUN. THAT'S WHY WE HAVE LONGER DAYS IN SPRING. USE YOUR SUN AND EARTH MODEL AND MAP OF THE WORLD TO DEMONSTRATE.



FRIDAY- DAY 10 (PRE-K - 5TH)

AFFIRMATION: I WILL HONOR MY ANCESTORS AND BRING
PRIDE TO MY FAMILY. (KUJICHAGULIA- SELF-DETERMINATION)
FOCUS: CONFIDENCE & FLEXIBILITY

WAKE UP - RISE WHEN YOU ALL DESIRE

THANK GOD - LIBATIONS & MEDITATION- SEE PLAYLIST

STRETCH -GUIDE YOUR IG IN SIMPLE STRETCHES

MAKE UP THE BED -

GUIDE YOUR IMANI GENIUSES IN TAKING PRIDE IN THE CARE OF THEIR BELONGINGS. HELP THEM MAKE UP THE BED, PREPARE TO DO LAUNDRY, AND PRACTICE PUTTING THEIR ITEMS IN PLACE. ASK THEM TO SET UP ITEMS OF COMFORT IN THEIR FAVORITE SPACE IN YOUR HOME. THIS IS THEIR SACRED PLACE TO GO FOR REFLECTION.

**USE THE TOILET, WASH YOUR HANDS, BRUSH YOUR TEETH, &
WASH YOUR FACE-**

ALLOW YOUR IG TO TAKE SOME TIME TO PRACTICE DOING THESE HYGIENIC TASKS WELL. GUIDE THEM IN WIPING DOWN THE COUNTERS OF THE BATHROOM AND MAKING SURE THEY'VE CLEANED AFTER THEMSELVES.

GET DRESSED- ASK YOUR IG TO DRESS HOW THEY FEEL. IT CAN BE ANYTHING THEY WANT TO WEAR.

EAT- GUIDE YOUR IG IN PREPARING THEIR OWN BREAKFAST & PREPARING THEIR SNACKS AND LUNCH FOR THE DAY.

CONFIDENCE JOURNAL ENTRY

(DRAW, WRITE, OR EXPRESS 3 THINGS YOU'RE MORE CONFIDENT IN KNOWING OR BEING ABLE TO DO NOW.)

SHOW WHAT YOU KNOW- HAVE YOUR IG EXPRESS THE KNOWLEDGE OF WHAT THEY'VE LEARNED AND EXPLORED THROUGH THESE LESSONS BY ALLOWING THEM TO PRESENT OR ASKING QUESTIONS OF REVIEW.

PRACTICE RISE RITUALS -

IN PREPARATION FOR MONDAY





CELEBRATION DAY

Honoring all we've achieved and taking pride in accomplishments past and present.

We did it!

Congratulations RISE Parents and Caretakers! We did it! We survived and thrived in the orientation of cultural education through the RISE Complete Bi-Weekly Curriculum. No matter how long it really takes you, you have made progress and it's worth celebration.

Truthfully, you have enough content in these lesson plans to last for an entire month or longer. The first two weeks is just to orient your family with what it means to be a part of this global community. Consider this a graduation from orientation! You should be proud of what you've been able to do and so should your Imani Geniuses. Remember, we shouldn't compare ourselves to anyone else or be concerned about what wasn't done. Let's focus on all that is and all of the effort and great strides we have made. And, we weren't alone. We did it together, and we will continue to support each other!

Now, it's time to guide your Imani Geniuses in adopting this shift of becoming more aware of who we are, who they are, whose we are, from whom we come, and why we're here. Those are the driving questions of the RISE Curriculum and every lesson was geared towards helping them come closer to those answers. This was never just about academics, though we pride ourselves on "Cultivating the Genius" of all of our Imani Geniuses. This global community of which you're now a part has always been about connecting with and uplifting each other for the purpose of "Restoring and Upholding the Greatness of Our People." We have not even begun to scratch the surface of all that the RISE Curriculum offers, but we have tapped into our power of being intentional about our cultural competence. Learning about who we are is not as organic as it once was because communities are different. We must be intentional. Following the Tenets of the RISE Curriculum is one way of doing so. Thank you for joining us. We hope you continue to walk this path of Self-Discovery with us.

RISE GOALS CHECKLIST

Continue practicing this orientation until
Imani Geniuses Are Able To:

- PRACTICE LIBATIONS
- BEGIN EXPRESSING THEIR THOUGHTS & FEELINGS IN HEALTHY WAYS.
- PLAN FOR THE DAY AHEAD AND ANTICIPATE THEIR NEEDS.
- SHOW REVERENCE FOR AND KNOWLEDGE OF OUR HEROES.
- EXECUTE THEIR MORNING ROUTINE WITHOUT PROMPTING.
- RECITE AT LEAST THREE RESONATING AFFIRMATIONS.
- BE ABLE TO ANSWER THE QUESTION, "WHO ARE WE."
- RECOGNIZE THE SYMBOLS OF AND RECITE THE NGUZO SABA.
- SHOW KNOWLEDGE OF THE UNIVERSE, SOLAR SYSTEM, AND EARTH AND HOW WE'RE CONNECTED.



Resources and Links

Solar System Display : <https://www.youtube.com/watch?v=iFap11kq3AU>

Solar System Song: <https://youtu.be/ZHAqT4hXnMw>

Solar System Song- <https://www.youtube.com/watch?v=7t099KIWVs&feature=youtu.be>

Reading With MiMi: <https://www.youtube.com/playlist?list=PLGljPa4WZdLI2jtsXXMTpff4inLepxUm1>

MiMi & MirMir, The Glad Scientists: <https://www.youtube.com/playlist?list=PLGljPa4WZdLJjtQXXpmFzwly71b7G8v6p>

Different Types of Stars: <https://youtu.be/wG9HEO6Exz0>

Melissa Mitchell - <https://youtu.be/4BqpIOk6KEM>

Veneration of Ancestors: <https://youtu.be/T0R7cW5JBQ0>

Recognizing Numbers: https://www.youtube.com/watch?v=euld7zFzYcQ&list=PLGljPa4WZdLJveOGi8_esQCNkPVb8yuLO&index=25&t=0s

Reading Blends: https://www.youtube.com/watch?v=Zom31y15Kso&list=PLGljPa4WZdLJveOGi8_esQCNkPVb8yuLO&index=4

Rise Imani Genius Playlist: <https://soundcloud.com/user-398978169/sets/rise-imani-genius-the-album/s-4v4do>

Just Dance for Kids- https://www.youtube.com/watch?v=ymP4F6G_qWA

Kidz Bop Dance Along- https://youtu.be/sHd2s_saYsQ



CONGRATULATIONS!

WE DID IT!

