



# **NOVA PIONEER**

**SCHOOLS FOR INNOVATORS & LEADERS**

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

**Week of:** March 23 to 27

**Grade:** 4

Recommended Schedule for



**Monday 23 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	English & Writer's Workshop	Compare and contrast two short stories.	N/A
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Times tables and mental maths	N/A
10:15 - 10:30	Break		
10:30 - 11:15	Kiswahili	<b>Sarufi: Umoja na wingi wa sentensi</b>	N/A
11:15 - 11:30	Break		
11:30 - 12:15	Science, Social Studies, CRE	<b>Social Studies:</b> Natural and Built Environments	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	Movement	Kid Danger & Captain man -run, jump, duck and dodge obstacles	<a href="https://www.youtube.com/watch?v=wIYys4iDtHo">https://www.youtube.com/watch?v=wIYys4iDtHo</a>
1:45 - 2:30	Exploration	<a href="#">SEL Moment: How Is My Body Feeling?</a>	N/A


Recommended Schedule for



**Tuesday 24 March**







Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	English & Writer's Workshop	Rewrite a story, adding dialogue.	N/A
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Place value	N/A
10:15 - 10:30	Break		
10:30 - 11:15	Kiswahili	<b>Msamiati: Nidhamu</b>	N/A
11:15 - 11:30	Break		
11:30 - 12:15	Science, Social Studies, CRE	Science: Animals as living things	<a href="#">Why do animals move video</a>
12:15 - 1:00	Lunch		
1:00 - 1:45	Movement	Balloon striking -Eye and hand coordination	N/A
1:45 - 2:30	Exploration	<a href="#">SEL Moment: Counting Breaths</a>	N/A

Recommended Schedule for  
 **Wednesday 25 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	 English & Writer's Workshop	Explore a story in different tenses.	N/A
9:00 - 9:15	Break		
9:15 - 10:15	 Mathematics	Rounding off numbers	N/A
10:15 - 10:30	Break		
10:30 - 11:15	 Kiswahili	<b>Kusikiliza hadithi na kuandika muhtasari wake.</b>	N/A
11:15 - 11:30	Break		
11:30 - 12:15	 Science, Social Studies, CRE	CRE: Creation	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	 Movement	Race with pompoms	<a href="http://www.pbs.org/parents/adventures-in-learning/2014/01/racing-activity-straws-pom-poms/">http://www.pbs.org/parents/adventures-in-learning/2014/01/racing-activity-straws-pom-poms/</a>
1:45 - 2:30	 Exploration	<a href="#">SEL Moment: Using Mantras</a>	N/A

Recommended Schedule for

 **Thursday 26 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	 English & Writer's Workshop	Write a character description	N/A
9:00 - 9:15	Break		
9:15 - 10:15	 Mathematics	Adding and subtracting	N/A
10:15 - 10:30	Break		
10:30 - 11:15	 Kiswahili	<b>Kusoma:</b> Kusoma kifungu na kujibu maswali.	N/A
11:15 - 11:30	Break		
11:30 - 12:15	 Science, Social Studies, CRE	Science: Air Pollution	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	 Movement	Movement cube	N/A
1:45 - 2:30	 Exploration	<a href="#">SEL Moment: What are my Strengths?</a> (Culture Principles)	N/A

Recommended Schedule for



**Friday 27 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	English & Writer's Workshop	Play the BAM! Spelling game	N/A
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Multiples and factors	N/A
10:15 - 10:30	Break		
10:30 - 11:15	Kiswahili	<b>Kuandika:</b> Kuandika Insha	N/A
11:15 - 11:30	Break		
11:30 - 12:15	Science, Social Studies, CRE	CRE: Creation	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	Movement	Yoga	N/A
1:45 - 2:30	Exploration	<a href="#">SEL Moment: Solving Problems</a> (Culture Principles)	N/A

## Literacy & Writer's Workshop Activities

Monday, 23 March

**Time:** 60 minutes

**Learning Goal:**

Students will compare and contrast two stories.

**Materials Required:**

- Notebook
- Pen/ pencil

**Instructions for Learning:**

Today you will read two stories, and then compare and contrast them.

When you compare, you look for what is similar. When you contrast, you look for what is different.

Draw a table with two columns in your notebook.

Write 'Compare' at the top of the first column and 'Contrast' at the top of the second column.

After reading the two stories, fill in the table by writing what is similar between the two stories in the first column, and what is different in the second column.



## Compare and contrast

---

### Reading Comprehension Worksheet

#### Practice

~~~~~  
When we **compare** two things, we tell how they are *alike*.

When we **contrast** two things, we tell how they are *different*.  
~~~~~

Here are two stories. As you read, think about how the stories are *alike*, and how they are *different*.

#### The Donkey and the Mule

A Peddler set off on his usual journey. All of the things he would sell along the way were packed on his donkey and his mule. The donkey walked along easily until they started up the steep mountain path. The poor little donkey's load was more than he could bear. He begged the mule to take a little bit of his load, so that he could carry the rest more easily. But the mule paid no attention. At last they reached the top of the mountain where there was a small inn. The donkey was so exhausted that he fell to the ground. The next morning the donkey still could not get to his feet. Not knowing what else to do, the Peddler added the donkey's load to the mule's load, and went on without the donkey. The mule's load was heavy, but his heart was even heavier. "If only I had helped the donkey just a little, I would not have a double load myself," he reflected.

#### The Peddler's Mule

A Peddler took his mule to the seacoast to buy salt. On the way home, they crossed a shallow stream where the mule accidentally slipped and fell. All of the salt in the bags dissolved, and the mule's load was much lighter. The Peddler went back and bought even more salt than before. When they came to the stream, the mule fell down on purpose. When he got up, his load was again much lighter than before. The Peddler saw through the mule's trick, and went back to the seacoast a third time. This time, instead of salt, he bought a cargo of sponges. Again, the mule fell down when they reached the stream. The sponges filled with water, and greatly increased his load. This time he had only tricked himself.

## Tuesday, 24 March

**Time:** 60 min

**Learning Goal:**

Students will revise the difference between narrative and dialogue.

**Materials Required:**

- Notebook
- Pen/ pencil

**Instructions for Learning:**

Stories often include a mixture of narrative and dialogue.

Today, you will complete the following activities:

1. Explain the difference between narrative and dialogue in your own words. Write your definitions in your notebook.
2. Re-read 'The Donkey and the Mule' from yesterday's activity. Notice how this story mainly includes narrative.
3. Rewrite this story in your notebook. Include dialogue which you imagine could have been spoken between the donkey, the mule and the peddler.
4. Draw a picture for the story.

## Wednesday, 25 March

**Time:** 60 min

**Learning Goal:**

Students will revise past, present and future tense.

**Materials Required:**

- Pen/ pencil
- Notebook

**Instructions for Learning:**

Reread the story, 'The Peddler's Mule' and answer the questions below:

Part 1:

- What tense is the story written in?
- Why are stories usually written in this tense?

Part 2:

*The Peddler's Mule*

*A Peddler took his mule to the seacoast to buy salt. On the way home, they crossed a shallow stream where the mule accidentally slipped and fell. All of the salt in the bags dissolved, and the mule's load was much lighter.*

- Rewrite the extract above in future tense.
- Rewrite the extract above in present tense.
- What effect do the different tenses have on the story, in your opinion?
- Which tense do you prefer the story in? Why?

### Thursday, 26 March

**Time:** 60 min

**Learning Goal:** Students will write a character description.

**Materials Required:**

- Student notebook
- Pen/ pencil
- Colouring pencils (optional)

**Instructions for Learning:**

- This term, you have been reading the book 'Matilda' by Roald Dahl.
- Pick one of your favourite characters from the book.
- Write a character description of about 2-3 paragraphs.
- You can include the following details in your character description:
  - What the character looks like (according to the author's descriptions).
  - Details like how old the character is, where the character lives, who the character lives with etc.
  - The type of person the character is. (Think about how the character behaves, speaks and treats other people.)
  - Any other information you believe is important.
- Finally, draw a picture of your character.

### Friday, 27 March

**Time:** 60 minutes

**Learning Goal:**  
Students will practice looking at words, and spelling them from memory.

**Materials Required:**

- Blank paper cut up into 15 squares
- A marker or pen
- A jar, box, or any other small container

**Instructions for Learning:**

Have fun playing a spelling game:

- Ask an adult to write the following words on blank pieces of paper: canteen, abdomen, hairspray, highway, pizza, arena, leather, eskimo, suddenly, duvet, eighteen, complete
- Once done, the word 'BAM!' should be written on the remaining 3 pieces of paper.

- Fold up the pieces of paper, in a way that the words cannot be seen, and place them all in the container.
- 2-3 people can play this game.
- Players take turns drawing a piece of paper from the container.
- Players take 5 seconds to read the word, cover it up and then spell it without looking. The other players can do 5 second countdowns to make sure each player does not look at the word for longer than allowed.
- If the player spells the word correctly, he/ she keeps the paper.
- If the player answers incorrectly, the paper is returned to the container.
- If the player draws the word 'BAM!', he/she must return all their papers to the container.
- Play continues until the adult calls time. Or, a time limit can be set and the winner is the person with the most papers when time is up.

## + Mathematics Activities

### Monday, 23 March

**Time:** 45 minutes

**Learning Goal:**

Students will become proficient with times tables

**Materials Required:**

- Pack of cards or homemade number cards
- times tables worksheets

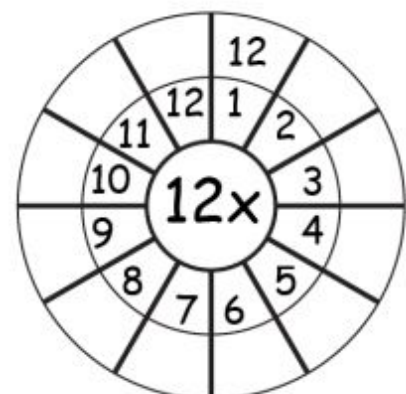
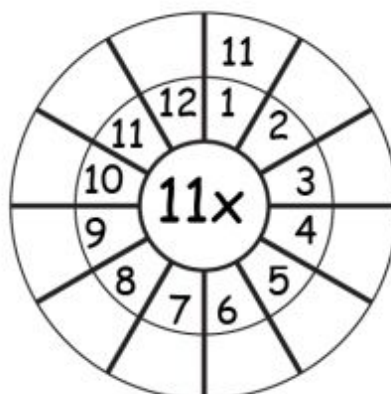
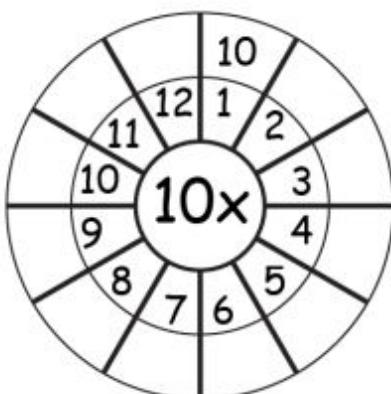
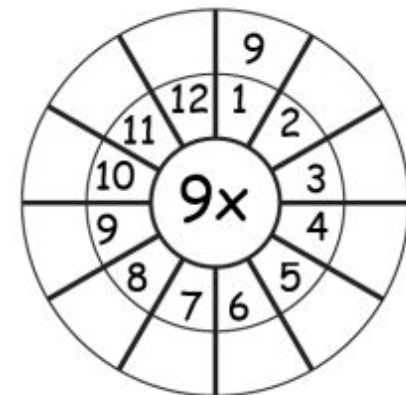
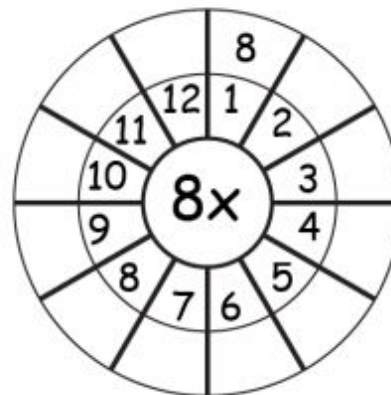
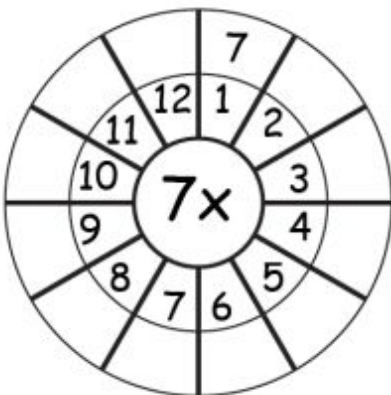
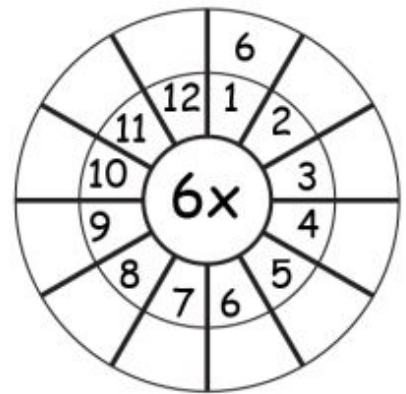
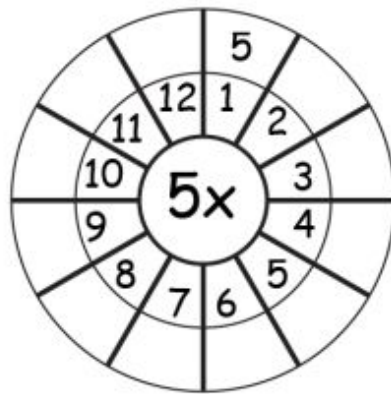
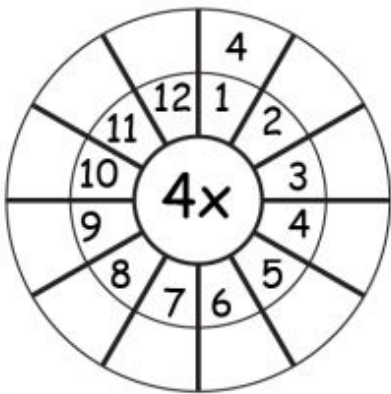
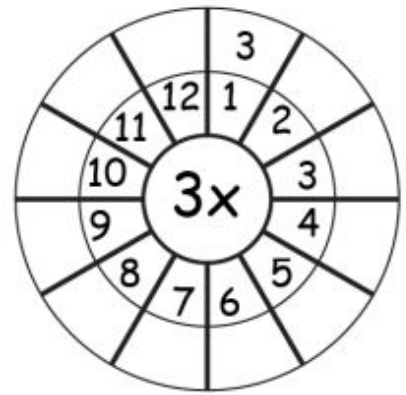
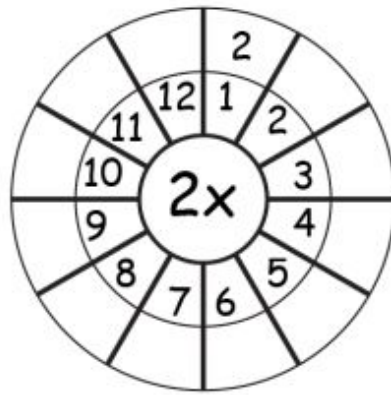
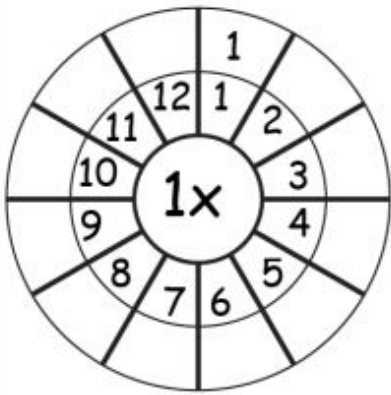
**Instructions for Learning:**

If possible, make copies of the times tables worksheet (below and available at <https://www.worksheetfun.com/Multiplication%20times%20table/circletimestable1-12%20-1.pdf> )

Ask your child to complete the times tables. For each circle, multiply the numbers by the centre number.

Ask your child to learn the times tables!

Ask questions in order first, then in any order.



Game

This game, repeated often, helps children to memorise times tables. Choose a times table that she wants to remember e.g. 5 times table. Flip over a card from the deck. She must multiply the number on the card by 5. Continue flipping cards from the deck. She continues multiplying by 5. As she increases in confidence, flip the cards more quickly as the child internalises the answers.

Do the same with other times tables. This can be done at any time during the day as a daily routine.

### Tuesday, 24 March

**Time:** 45 minutes

**Learning Goal:**

Students will  
Revise number sense questions  
identify and use place value up to 5 digits

**Materials Required:**

- Worksheet below and <https://www.math-salamanders.com/image-files/expanded-form-5-digits-1.gif>

**Instructions for Learning:**

Start with some quick revision questions such as:

1. Write down the following numbers from biggest to smallest:
  - a) 237; 148; 108; 180; 303 and 481
  - b) 2 001; 1 202; 2 009; 1 999; 2 900 and 2 100
2. Are the following TRUE or FALSE?
  - a) 12 is closer to 10 than to 20
  - b) 56 is closer to 50 than to 60
  - c) 967 is closer to 1 000 than to 950
  - d) 220 is closer to 240 than to 210
  - e) 220 is closer to 200 than to 250
3. Use the digits 8, 9 and 6.
  - a) What is the biggest number you can make?
  - b) What is the smallest number you can make?
  - c) What other numbers can you make from 8, 9 and 6?
4. Write the following numbers in words:
  - a) 369
  - b) 709
  - c) 7 708
5. Write the following number names using number symbols:
  - a) five hundred and twenty-nine

- b) four hundred and nine
- c) seven hundred and twenty
- d) one thousand three hundred and sixty-one
- e) one thousand and fifty-seven

Writing numbers in expanded form to show place value:

Name \_\_\_\_\_

Date \_\_\_\_\_



### EXPANDED FORM UP TO 5-DIGITS SHEET 1

Write down these numbers in expanded form.

- 1) 24,128 = 2 ten thousands + 4 thousands + 1 hundred + 2 tens + 8 ones
- 2) 5,839 = \_\_\_\_\_
- 3) 10,463 = \_\_\_\_\_
- 4) 7,624 = \_\_\_\_\_
- 5) 52,806 = \_\_\_\_\_
- 6) 13,290 = \_\_\_\_\_
- 7) 8,072 = \_\_\_\_\_
- 8) 71,506 = \_\_\_\_\_
- 9) 62,850 = \_\_\_\_\_
- 10) 8,294 = \_\_\_\_\_
- 11) 9,075 = \_\_\_\_\_
- 12) 6,219 = \_\_\_\_\_
- 13) 82,045 = \_\_\_\_\_
- 14) 17,230 = \_\_\_\_\_
- 15) 40,261 = \_\_\_\_\_
- 16) 9,386 = \_\_\_\_\_
- 17) 72,108 = \_\_\_\_\_
- 18) 23,068 = \_\_\_\_\_
- 19) 8,936 = \_\_\_\_\_
- 20) 42,085 = \_\_\_\_\_



### Wednesday, 25 March

**Time:** 45 minutes

**Learning Goal:**

Students will round off numbers to the nearest 10

**Materials Required:**

- Worksheets below or at <https://www.math-salamanders.com/rounding-worksheets.html>

### **Instructions for Learning:**

It is important for your child to understand this skill, as it is used constantly in everyday situations. It is easy to understand rounding off if you start with a number line.

Look at the **ones** digit.

- ***if it is less than 5 then round the number down*** by changing the ones digit to zero;
- ***if it is 5 or more then round the number up*** by adding one on to the tens digit and changing the ones digit to zero.

### **Examples**

- 37 rounds up to 40 because the ones digit is 7.
- 63 rounds down to 60 because the ones digit is 3.
- 145 rounds up to 150 because the ones digit is a 5.

Name \_\_\_\_\_

Date \_\_\_\_\_



## ROUNDING TO THE NEAREST 10 SHEET 1

Fill in the number marked by the arrow.

Draw an arrow to show where the nearest 10 is.

Remember: if the number is in the middle, it will round up to the next 10.

### Example



1)



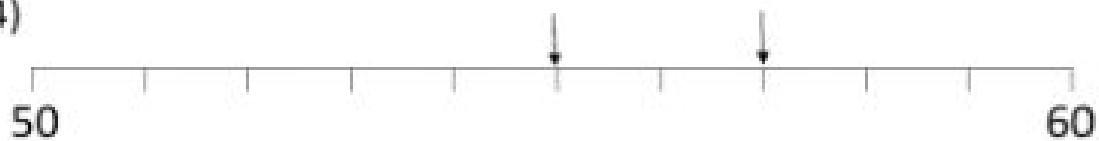
2)



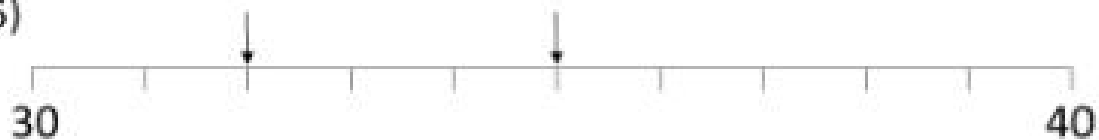
3)



4)



5)



Name \_\_\_\_\_

Date \_\_\_\_\_



## ROUNDING TO THE NEAREST 10 SHEET 2

Write down the value of each number marked by an arrow.

Round the number to the nearest 10.

Remember: if the number is exactly half-way, it will round up to the next ten.

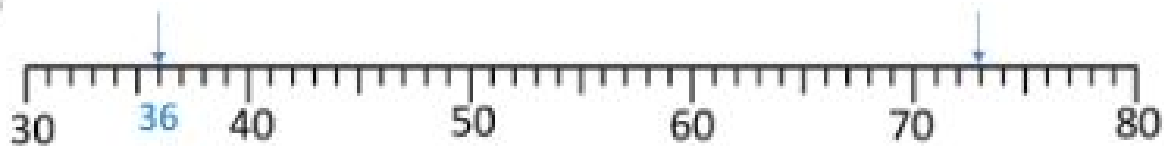
### Example



42 to the nearest 10 is 40

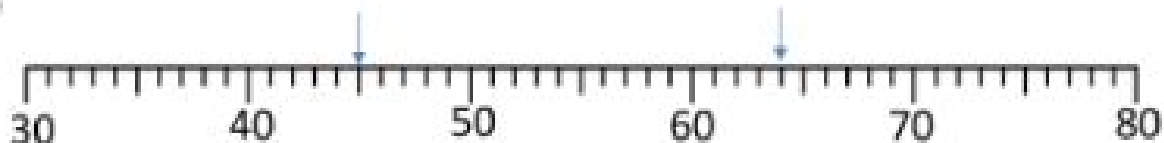
65 to the nearest 10 is 70

1)



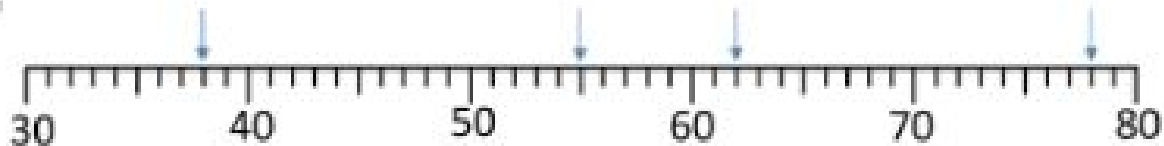
36 to the nearest 10 is \_\_\_\_\_ to the nearest 10 is \_\_\_\_\_

2)



\_\_\_\_\_ to the nearest 10 is \_\_\_\_\_ to the nearest 10 is \_\_\_\_\_

3)



\_\_\_\_\_ to the nearest 10 is \_\_\_\_\_ to the nearest 10 is \_\_\_\_\_

\_\_\_\_\_ to the nearest 10 is \_\_\_\_\_ to the nearest 10 is \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_



## ROUNDING TO THE NEAREST 10 SHEET 3

Follow these simple steps to round a number to the nearest 10:

- if the number is already a multiple of 10, don't change it!
- if the ones digit is less than 5 then the number is rounded down. Simply change the ones digit to zero.
- if the ones digit is 5 or more, the number is rounded up. Simply add one to the tens digit and change the ones digit to zero.

### Examples

27 is rounded **up** to 30 because the ones digit is 7.

53 is rounded **down** to 50 because the ones digit is 3.

30 is unchanged because it is already a multiple of 10.

55 is rounded **up** to 60 because the ones digit is 5.

*Round these numbers to the nearest 10*

1) 32 → \_\_\_\_\_ 2) 24 → \_\_\_\_\_ 3) 16 → \_\_\_\_\_

4) 60 → \_\_\_\_\_ 5) 39 → \_\_\_\_\_ 6) 75 → \_\_\_\_\_

7) 44 → \_\_\_\_\_ 8) 83 → \_\_\_\_\_ 9) 68 → \_\_\_\_\_

10) 27 → \_\_\_\_\_ 11) 35 → \_\_\_\_\_ 12) 13 → \_\_\_\_\_

13) 40 → \_\_\_\_\_ 14) 87 → \_\_\_\_\_ 15) 8 → \_\_\_\_\_

16) 93 → \_\_\_\_\_ 17) 57 → \_\_\_\_\_ 18) 45 → \_\_\_\_\_

19) 3 → \_\_\_\_\_ 20) 95 → \_\_\_\_\_ 21) 26 → \_\_\_\_\_



Free Math Sheets, Math Games and Math Help

**MATH-SALAMANDERS.COM**

**Time:** 45 minutes

**Learning Goal:**

Students will practise rounding off numbers to the nearest 100 and the nearest 1000.

**Materials Required:**

- Worksheets below or at <https://www.math-salamanders.com/rounding-worksheets.html>

**Instructions for Learning:**

Start with rounding off to the nearest 10:

Name \_\_\_\_\_

Date \_\_\_\_\_



**ROUNDING TO THE NEAREST 10 SHEET 4**

*Round these numbers to the nearest 10*

- 1) 62 → \_\_\_\_\_ 2) 44 → \_\_\_\_\_ 3) 35 → \_\_\_\_\_  
4) 84 → \_\_\_\_\_ 5) 72 → \_\_\_\_\_ 6) 91 → \_\_\_\_\_  
7) 45 → \_\_\_\_\_ 8) 80 → \_\_\_\_\_ 9) 67 → \_\_\_\_\_  
10) 98 → \_\_\_\_\_ 11) 25 → \_\_\_\_\_ 12) 41 → \_\_\_\_\_  
13) 27 → \_\_\_\_\_ 14) 66 → \_\_\_\_\_ 15) 5 → \_\_\_\_\_  
16) 23 → \_\_\_\_\_ 17) 48 → \_\_\_\_\_ 18) 4 → \_\_\_\_\_  
19) 96 → \_\_\_\_\_ 20) 64 → \_\_\_\_\_ 21) 56 → \_\_\_\_\_  
22) 85 → \_\_\_\_\_ 23) 12 → \_\_\_\_\_ 24) 49 → \_\_\_\_\_

Draw an arrow to match each number to its nearest 10.

61	→	10	33
		20	
27		30	65
		40	
42		50	85
		60	
97		70	93
		80	
76		90	
		100	



## Rounding off to the nearest 100:

Look at the **tens** digit.

- **if it is less than 5 then round the number down** by changing the tens digit and ones digit to zero;
- **if it is 5 or more then round the number up** by adding one on to the hundreds digit and changing the tens and ones digit to zero.

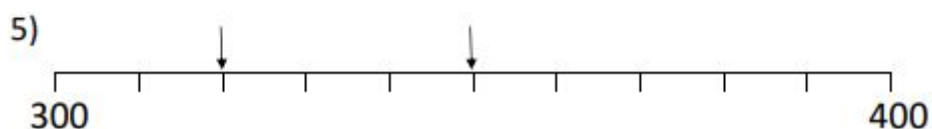
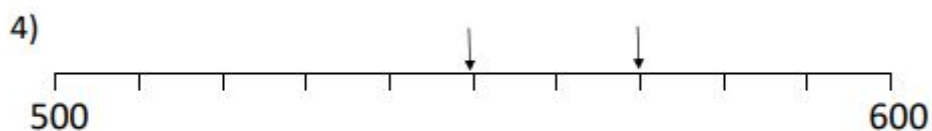
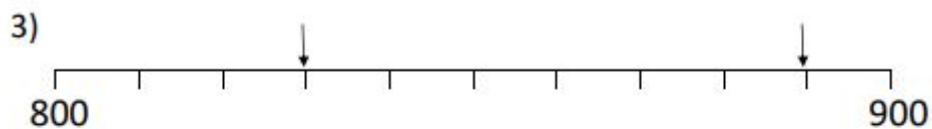
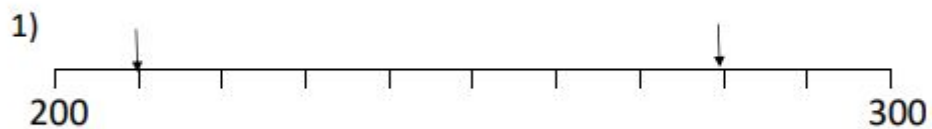
### Examples

- 287 rounds up to 300 because the tens digit is 8.
- 1629 rounds down to 1600 because the tens digit is 2.
- 950 rounds up to 1000 because the tens digit is a 5.

### ROUNDING TO THE NEAREST 100 SHEET 1

- Fill in the number marked by the arrow.
  - Draw an arrow to show where the nearest 100 is.
- Remember: if the number is in the middle, it rounds up to the next 100.

#### Example



Name \_\_\_\_\_

Date \_\_\_\_\_

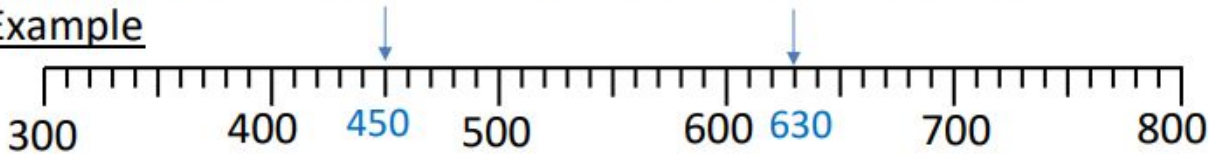


## ROUNDING TO THE NEAREST 100 SHEET 2

- Write down the value of each number marked by an arrow.
- Round the number to the nearest 100.

Remember: if the number is exactly half-way, it rounds up to the next 100.

### Example



450 to the nearest 100 is 500

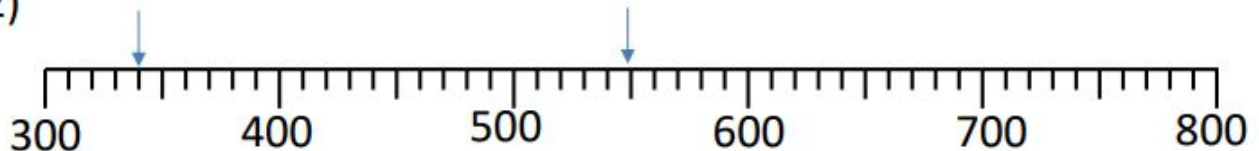
630 to the nearest 100 is 600

1)



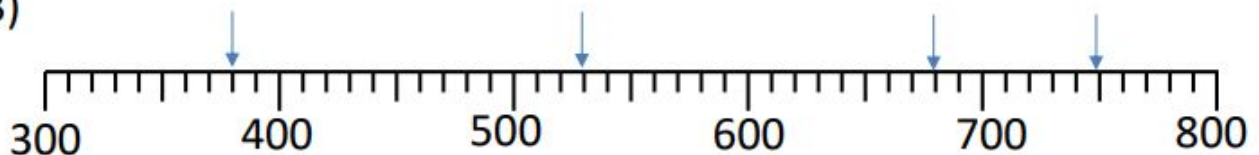
370 to the nearest 100 is \_\_\_\_\_      \_\_\_\_\_ to the nearest 100 is \_\_\_\_\_

2)



\_\_\_\_\_ to the nearest 100 is \_\_\_\_\_      \_\_\_\_\_ to the nearest 100 is \_\_\_\_\_

3)



\_\_\_\_\_ to the nearest 100 is \_\_\_\_\_      \_\_\_\_\_ to the nearest 100 is \_\_\_\_\_

\_\_\_\_\_ to the nearest 100 is \_\_\_\_\_      \_\_\_\_\_ to the nearest 100 is \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_



## ROUNDING TO THE NEAREST 100 SHEET 3

Follow these simple steps to round a number to the nearest 100:

- if the number is already a multiple of 100, don't change it!
- if the tens digit is less than 5 then the number is rounded down. Simply change the tens and ones digits to zero.
- if the tens digit is 5 or more, the number is rounded up. Simply add one to the hundreds digit and change the tens and ones digits to zero.

### Examples

273 is rounded **up** to 300 because the tens digit is 7.

638 is rounded **down** to 600 because the tens digit is 3.

500 is unchanged because it is already a multiple of 100.

552 is rounded **up** to 600 because the tens digit is 5.

*Round these numbers to the nearest 100*

- |         |   |       |         |   |       |         |   |       |
|---------|---|-------|---------|---|-------|---------|---|-------|
| 1) 178  | → | _____ | 2) 214  | → | _____ | 3) 436  | → | _____ |
| 4) 608  | → | _____ | 5) 391  | → | _____ | 6) 750  | → | _____ |
| 7) 474  | → | _____ | 8) 843  | → | _____ | 9) 628  | → | _____ |
| 10) 267 | → | _____ | 11) 84  | → | _____ | 12) 151 | → | _____ |
| 13) 47  | → | _____ | 14) 887 | → | _____ | 15) 908 | → | _____ |
| 16) 963 | → | _____ | 17) 357 | → | _____ | 18) 445 | → | _____ |
| 19) 391 | → | _____ | 20) 954 | → | _____ | 21) 729 | → | _____ |
| 22) 674 | → | _____ | 23) 308 | → | _____ | 24) 257 | → | _____ |



Free Math Sheets, Math Games and Math Help



Round these numbers to the nearest 100

- 1) 307 → \_\_\_\_\_ 2) 84 → \_\_\_\_\_ 3) 781 → \_\_\_\_\_  
4) 853 → \_\_\_\_\_ 5) 637 → \_\_\_\_\_ 6) 105 → \_\_\_\_\_  
7) 38 → \_\_\_\_\_ 8) 778 → \_\_\_\_\_ 9) 164 → \_\_\_\_\_  
10) 835 → \_\_\_\_\_ 11) 916 → \_\_\_\_\_ 12) 257 → \_\_\_\_\_  
13) 417 → \_\_\_\_\_ 14) 70 → \_\_\_\_\_ 15) 500 → \_\_\_\_\_  
16) 183 → \_\_\_\_\_ 17) 973 → \_\_\_\_\_ 18) 649 → \_\_\_\_\_  
19) 236 → \_\_\_\_\_ 20) 909 → \_\_\_\_\_ 21) 860 → \_\_\_\_\_  
22) 490 → \_\_\_\_\_ 23) 718 → \_\_\_\_\_ 24) 555 → \_\_\_\_\_

Draw an arrow to match each number to its nearest 100.

100
200
300
400
500
600
700
800
900

641      373  
527      625  
426      854  
291      903  
764



# ROUNDING TO THE NEAREST 100 SHEET 5



Round these numbers to the nearest 100

- |          |   |       |          |   |       |          |   |       |
|----------|---|-------|----------|---|-------|----------|---|-------|
| 1) 936   | → | _____ | 2) 844   | → | _____ | 3) 1081  | → | _____ |
| 4) 363   | → | _____ | 5) 1425  | → | _____ | 6) 793   | → | _____ |
| 7) 1138  | → | _____ | 8) 1738  | → | _____ | 9) 1264  | → | _____ |
| 10) 865  | → | _____ | 11) 956  | → | _____ | 12) 1247 | → | _____ |
| 13) 4137 | → | _____ | 14) 3270 | → | _____ | 15) 4520 | → | _____ |
| 16) 1783 | → | _____ | 17) 9073 | → | _____ | 18) 1629 | → | _____ |
| 19) 1266 | → | _____ | 20) 9409 | → | _____ | 21) 836  | → | _____ |
| 22) 4490 | → | _____ | 23) 7338 | → | _____ | 24) 5055 | → | _____ |

Draw an arrow to match each number to its nearest 100.

1181		700	853
	837	800	
1426		900	738
		1000	
		1100	
		1200	1454
1291		1300	
		1400	
		1500	1308
964			

An arrow points from the number 1181 to the number 1200 in the central column.



## Friday, 27 March

**Time:**

**Materials Required:**

**Learning Goal:**

Students will

Compare and order numbers using  $>$ ,  $<$  or  $=$

- Worksheets below or at <https://math-salamanders.s3-us-west-1.amazonaws.com/Numbers/4th-Grade/Inequalities-4th-1.pdf>

**Instructions for Learning:**

For this activity, students need to work out answers for each side and then decide which is greater than ( $>$ ), less than ( $<$ ) or equal ( $=$ ).

Check that your child can use these three signs and understands how to complete the activity.

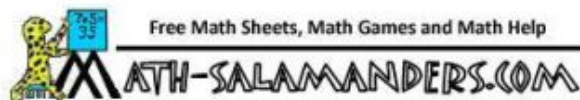
### INEQUALITIES SHEET 4:1



- Work out the answer to each calculation and write the answer underneath. The first one is done for you.
- Between each pair of calculations use the correct symbol  $>$ ,  $<$  or  $=$ .

- |                           |       |                   |                   |       |                     |
|---------------------------|-------|-------------------|-------------------|-------|---------------------|
| 1) $4 \times 3$<br>$= 12$ | $>$   | $2 + 9$<br>$= 11$ | 11) $29 + 17$     | _____ | $6 \times 8$        |
| 2) $30 - 17$              | _____ | $2 \times 7$      | 12) $28 \div 4$   | _____ | $\frac{1}{2}$ of 14 |
| 3) $\frac{1}{2}$ of 30    | _____ | $5 \times 3$      | 13) $40 \times 3$ | _____ | $200 - 80$          |
| 4) $30 \times 4$          | _____ | $200 - 50$        | 14) $4 \times 90$ | _____ | $30 \times 10$      |
| 5) $5 \times 9$           | _____ | $17 + 27$         | 15) $9 \times 5$  | _____ | $100 - 45$          |
| 6) $18 \div 6$            | _____ | $21 - 19$         | 16) $60 \times 7$ | _____ | $500 - 90$          |

- 7)  $3 \times 9$  \_\_\_  $100 - 72$       17)  $37 \times 10$  \_\_\_  $600 - 220$
- 8)  $7 \times 6$  \_\_\_  $37 + 14$       18)  $\frac{1}{2}$  of 280 \_\_\_  $7 \times 20$
- 9)  $90 - 67$  \_\_\_  $6 \times 4$       19)  $30 \times 8$  \_\_\_  $10 \times 23$
- 10)  $\frac{1}{2}$  of 38 \_\_\_  $3 \times 7$       20)  $7 \times 9$  \_\_\_  $38 + 37$



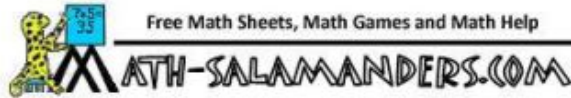
## INEQUALITIES SHEET 4:2



- Work out the answer to each calculation and write the answer underneath. The first one is done for you.
- Between each pair of calculations use the correct symbol  $>$ ,  $<$  or  $=$ .

- 1)  $5 \times 9$      $<$      $23 \times 2$       11)  $3 \times 90$  \_\_\_  $350 - 80$   
      $= 45$                  $= 46$
- 2)  $24 \div 4$  \_\_\_  $35 \div 7$       12)  $200 - 130$  \_\_\_  $19 + 48$
- 3)  $7 \times 6$  \_\_\_  $80 - 35$       13)  $6 \times 50$  \_\_\_  $70 \times 4$
- 4)  $100 - 39$  \_\_\_  $27 + 34$       14)  $\frac{1}{2}$  of 250 \_\_\_  $20 \times 7$
- 5)  $\frac{1}{2}$  of 68 \_\_\_  $6 \times 6$       15)  $48 \div 6$  \_\_\_  $45 - 37$
- 6)  $4 \times 30$  \_\_\_  $200 - 150$       16)  $63 \div 7$  \_\_\_  $24 \div 3$

- 7)  $9 \times 20$     \_\_\_     $5 \times 40$     17)  $49 \div 7$     \_\_\_     $36 \div 4$
- 8)  $300 - 140$     \_\_\_     $80 \times 2$     18)  $7 \times 80$     \_\_\_     $900 - 380$
- 9)  $6 \times 40$     \_\_\_     $400 - 180$     19)  $37 + 48$     \_\_\_     $\frac{1}{2}$  of 170
- 10)  $30 \times 5$     \_\_\_     $10 \times 13$     20)  $8 \times 80$     \_\_\_     $320 + 390$



## 🗨️ Kiswahili Activities (KE)

**Monday, 23 March**

**Muda:** Dakika 45

**Lengo la Somo:**

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

**Vifaa vinavyohitajika:**

- Kalamu na penseli.
- Daftari
- Jedwali la Ngeli ya A-WA.

**Maagizo ya Somo:**

- Katika kipindi hiki mwanafunzi atazidi kujikumbusha umoja na wingi wa sentensi katika Ngeli ya A-WA.
- Tazama jedwali hili.

Umoja (A)	Wingi (WA)
1. Mgeni wetu <b>amewasili</b> leo.	Wageni wetu <b>wamewasili</b> leo.
2. Mgonjwa <b>ametibiwa</b> akapona	Wagonjwa <b>wametibiwa</b> wakapona.
3. Panya <b>analeta</b> magonjwa	Panya <b>wanaleta</b> magonjwa
4. Ndovu <b>anawindwa</b> na jangili.	Ndovu <b>wanawindwa</b> na majangili.
5. Mkulima <b>alituzwa</b> kwa kazi bora.	Wakulima <b>walituzwa</b> kwa kazi bora.
6. Kifaranga <b>atakuwa</b> kuku.	Vifaranga <b>watakuwa</b> kuku.
7. Mamba <b>alimshambulia</b> mbuzi.	Mamba <b>waliwashambulia</b> mbuzi.
8. Chungu <b>alikiangukia</b> chungu.	Chungu <b>waliviangukia</b> vyungu.
<i>(Chungu ni mdudu mweusi mdogo kuliko siafu)</i>	
9.	

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

**Zoezi : Tunga sentensi kumi kwa kufuata mifano iliyopo hapo juu.**

- Kazi hii ifanyiwe katika daftari.
- 

**Tuesday, 24 March**

<b>Muda:</b> Dakika 45	<b>Vifaa vinavyohitajika:</b>
<b>Lengo la Somo:</b> Mwanafunzi aweze kutambua msamiati wa nidhamu na kuutumia katika sentensi.	<ul style="list-style-type: none"> <li>• Karatasi/daftari</li> <li>• Penseli/kalamu</li> </ul>
<p><b>Maagizo ya Somo:</b></p> <ul style="list-style-type: none"> <li>• Katika kipindi hiki mwanafunzi ataendelea kujikumbusha msamiati wa nidhamu.</li> <li>• Mifano ya maneno yanayoonesha nidhamu.</li> </ul> <ol style="list-style-type: none"> <li>1. Tafadhali</li> <li>2. Pole</li> <li>3. Samahani</li> <li>4. Ninaomba</li> <li>5. Asante</li> </ol> <p><b>Mifano katika sentensi.</b></p> <ol style="list-style-type: none"> <li>1. <b>Tafadhali</b> nipakulie chakula zaidi.</li> <li>2. Ah! Umeanguka, <b>pole</b>.</li> <li>3. <b>Samahani</b> mama nimemwaga chakula mezani.</li> <li>4. <b>Ninaomba</b> unipe chumvi kidogo.</li> <li>5. <b>Asante</b> sana shangazi kwa chakula kizuri.</li> </ol> <p>Zoezi. Tafuta mifano zaidi ya maneno yanayoonesha nidhamu hasa unapokuwa pale nyumbani. Yaandike maneno hayo katika daftari lako.</p>	

<b>Wednesday, 25 March</b>	
<b>Muda:</b> Dakika 45	<b>Vifaa vinavyohitajika:</b>
<b>Lengo la Somo:</b> Mwanafunzi aweze kusikiliza hadithi na kisha kuandika muhtasari wake.	<ul style="list-style-type: none"> <li>• <a href="#">Hadithi Sinbad(sehemu ya pili)</a></li> <li>• Penseli</li> <li>• Daftari /Karatasi</li> </ul>

**Maagizo ya Somo:**

- Katika kipindi hiki mwanafunzi atasikiliza kisa hiki kwa makini.
- Lengo la shughuli hii ni kukuza ujuzi wa kusikiliza.
- Baada ya kusikiliza mwanafunzi aandike kwa ufupi kisa alichosikiliza .  
Maswali ya kumwongoza mwanafunzi anapoandika muhtasari.
  1. Sinbad aliishi wapi?
  2. Kazi kuu ya Sinbad ilikuwa gani?
  3. Ni mambo gani yaliyomfanyikia Sinbad katika safari yake?
  4. Ilikuwa vipi Sinbad akaachwa na meli?
- Hadithi fupi ya mwanafunzi iwe angalau nusu ukurasa(kumbuka huu ni ufupisho wa hadithi nzima

**Thursday, 26 March****Muda:** Dakika 45**Vifaa Vinavyohitajika:**

- Kifungu cha hadithi.
- kalamu/penseli.
- Kifutio

**Lengo la Somo:**

Mwanafunzi aweze kusoma kifungu cha hadithi na kuyajibu maswali yanayofuata

**Maagizo ya Somo:**

- Hiki ni kipindi cha kusoma. Mwanafunzi atasoma kifungu cha hadithi kwa makini kisha kujaribu kuyajibu maswali yanayotoka katika kifungu hicho.

**Karamu ya Abunuwasi**

Hapo zamani za kale aliondokea Abunuwasi. Abunuwasi huyo aliishi katika mji mmoja wenye watu kidogo. Katika mji huo Abunuwasi alikuwa mtu maarufu sana kwa sababu alikuwa mcheshi, mchangamfu, na mtu wa masihara sana. Alipenda kucheza na kufurahisha watu. Abunuwasi alijulikana na kila mtu. Siku moja Abunuwasi aliota ndoto. Katika ndoto hiyo aliota kuwa babu yake aliefariki miaka mingi amekuja kumpa ujumbe. Ujumbe huo ulikuwa anamtaka Abunuwasi afanye karamu kubwa. Katika karamu hiyo Abunuwasi alitakiwa achinje ng`ombe mkubwa na kupika wali mwingi. Kisha alitakiwa awatafute vipofu arubaini katika mji ule waje kula chakula hicho. Bahati mbaya yule babu yake hakumwambia Abunuwasi wapi atawapata vipofu hao arubaini. Asubuhi Abunuwasi aliamka na kujiuma kichwa. Alijiuliza maswali mengi kisha akasema;` Ndoto hii lazima iatakuwa ya kweli. Babu yangu hawezi kuja usingizini akaniambia uongo. Huu ni ukweli. Lazima niifanyie kazi haraka. Sasa nitatafuta mchele na yule ng`ombe wangu mkubwa nitamchinja kwa ajili ya karamu. Sawa!`.

Baada ya hapo Abunuwasi alimaliza. Siku ile Abunuwasi alikwenda madukani kutafuta mchele. Kisha alimchukuwa ng`ombe wake mkubwa na kumuweka tayari kwa ajili ya shughuli. Lakini

Abunuwasi alikuwa hajui wapi atawapata vipofu arubaini kwa sababu katika mji ule kulikuwa na vipofu wasiozidi watano. Abunuwasi hakukujua la kufanya. aliendelea tu na matayarisho ya karamu mpaka alipokamilisha kila kitu. Siku ya karamu ilipofika Abunuwasi alipita mji mzima na kunadi karamu yake. Alikuwa akisema; ``Hee! WANANCHI! leo ni leo asie mwana aeleke jiwe. Kutakuwa na karamu ya kukata na mundu nyumbani kwangu leo. Karamu hii ni maalumu kwa watu maalumu. Wahusika wote watapewa kadi za mwaliko. Kila atakaepata kadii ya mwaliko anaombwa kufika mapema bila kuchelewa.`` Abunuwasi alimaliza. Baada ya kutoa tangazo Abunuwasi alikata vipande vidogo vidogo vya karatasi. Vipande hivyo vilikuwa ni kwa ajili ya mwaliko. Kisha alichukuwa ngozi ya ng`ombe na kuanza kuiburura mitaani. Kila alipopita watu walimshangaa. Wengine walimuuliza `` Abunuwasi unaburura nini?``. Abunuwasi hakujibu kitu ila alikuwa akimpa kadi ya mwaliko kila alieuliza suali hilo. Baada ya muda kupita karamu ilikuwa tayari kuliwa. Abunuwasi nae alimaliza kutowa kadi zake zote.

Wakati wa kula ulipofika, kila aliepewa kadi ya mwaliko alikuwa amehudhuria. Hapo Abunuwasi aliwakaribisha chakula. Watu walianza kula mpaka wakashiba. Walipomaliza kula Abunuwasi aliwashukuru sana na aliwambia; ``Nawashukuru sana nyote mliohudhuria katika karamu hii. Kwani kabla a hapo nilikuwa sijui la kufanya. Nilitakiwa nifanye karamu hii na kuwaalika vipofu wa mji huu waje kula. Kama mnavyojuwa ndugu

zangu mji huu hauna vipofu wengi au pengine wapo lakini hatuwajui. Sasa mimi niliposhindwa nilipita na hii ngozi. Sasa ninafahamu kuwa kila mtu anajuwa kuwa hii ni ngozi au sio?``. Watu waliitikia kwa pamoja ``Hiyo ni ngozi``. Abunuwasi aliendelea; ``Sasa nilipoanza kuburura ngozi hii kuna watu waliniuliza; ``Hiyo nini Abunuwasi?``. Mimi sikuwajibu sababu nilijuwa hao walikuwa hawaoni hivyo niliamuwa kuwaalika kama nilivyoelekezwa na babu yangu. Watu wote walishangaa!

### **Maswali.**

1. Ndoto ya Abunuwasi ilikuwa ya ajabu. Taja mambo mawili yanayoifanya iwe ya ajabu.  
\_\_\_\_\_
2. Abunuwasi alitumia njia gani kuwapata vipofu? \_\_\_\_\_
3. Taja jambo moja unalojifunza kutoka katika hadithi hii. \_\_\_\_\_

**Friday, 27 March**

**Muda:** Dakika 45

**Vifaa vinavyohitajika:**

- Karatasi/Daftari
- Penseli.

**Lengo la Somo:**

Mwanafunzi aweze kuandika insha ya hadithi aliyowahi kusoma.

**Maagizo ya Somo:**

- Katika kipindi hiki mwanafunzi ataandika insha chini ya mada *Hadithi Niliyoisoma*.
- Hadithi na urefu wa ukurasa mmoja karatasi ya A4.



## Movement Activities

### Monday, 23 March

**Time:** 15 min

**Learning Goal:**

Students will run, jump, duck and dodge obstacles to help Kid Danger, Captain Man and Charlotte defeat the evil Dr. Minyak

**Materials Required:**

- Video:  
<https://www.youtube.com/watch?v=wIYys4iDtHo>

**Instructions for Learning:**

- This activity is based on the TV program Kid Danger from the Nickelodeon channel.
- Students will be part of Kid Danger and Captains man to defeat the evil Dr. Minyak.
- Students will need to run, jump, duck, dodge and do more activities to assist them.
- Students can do this twice to make sure they've practiced these skills.

### Tuesday, 24 March

**Time:** 15 -20 min

**Learning Goal:**

Students will practice their eye and hand coordination skills

**Materials Required:**

- **Balloon striking instruction page**
- **Pool noodle / ruler / hockey stick / tennis racket**
- **Balloon / light ball**

**Instructions for Learning:**

- Students will read the balloon striking challenge worksheet instructions.
- Students will start at picture one and end at picture 6.
- Students can have a competition with other family members and determine who is the Striker king in your house



Wednesday, 25 March	
<b>Time:</b> 20 min	<b>Materials Required:</b> <ul style="list-style-type: none"> <li>● <b>Pompoms / foil balls / plastic lids</b></li> <li>● <b>Straws</b></li> <li>● <b>Tape / string</b></li> </ul>
<b>Learning Goal:</b> Students will blow a pom pom around a track to see who is the fastest	
<b>Instructions for Learning:</b>	
Steps to follow to play this game:	
<ol style="list-style-type: none"> <li>1. Start by making a race track. Use tape to outline a large rectangle (or oval) on the floor, as big as your space allows. Then, tape another rectangle (or oval) inside that one, small enough to have a good-sized track between the two. We left about a foot and a half.</li> <li>2. Tape diagonals across the middle section that isn't a part of the track — so there's no confusion!</li> <li>3. Tape a "dotted" start/finish line across the track.</li> <li>4. Set your child up at the starting line with a straw and pom-pom. Let your child practice blowing into the straw to move the pom-pom around the track.</li> <li>5. Now it's time to race! The first to make it around the track and back to the start/finish line is the winner! For older children, you might consider adding</li> </ol>	

additional rules like, if you blow your pom-pom outside off the track, you'll need to start back at the beginning.

### Thursday, 26 March

**Time:** 15 min

**Learning Goal:**

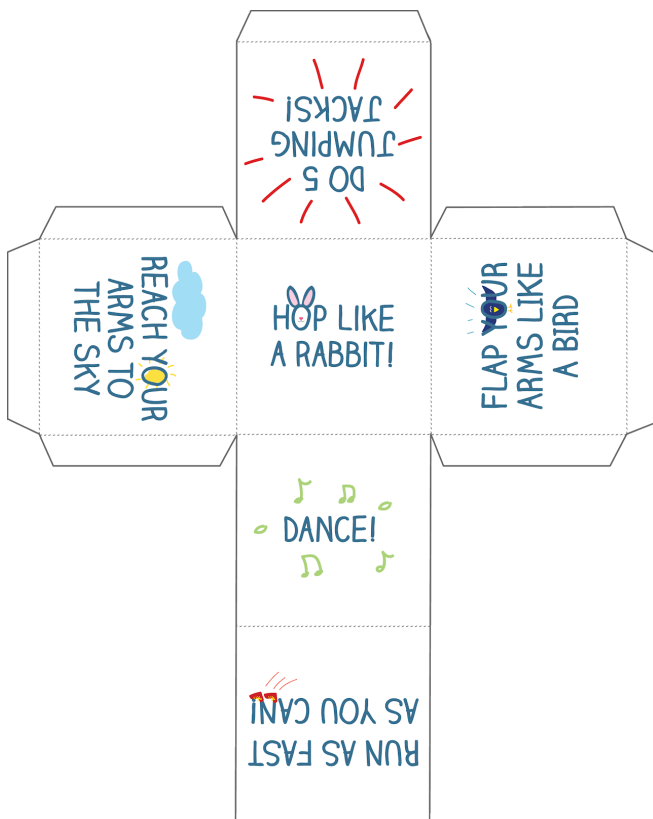
Students will roll the movement dice and act out the movement for 2 minutes unless the cube gives you other instructions

**Materials Required:**

- Copy of the movement cube
- Scissor
- Glue

**Instructions for Learning:**

- Students will cut out the cube and use glue to stick it together.
- Students will look at all the activities on the movement cube and practice each one.
- Students will then roll the cube and on whatever activity it lands, students will do it for 2 minutes.
- Students will rest for 1 minute before they continue again.
- If you roll the cube and it lands on the same activity that you've done before do it for 1 minute.
- Stop when you've done all the activities.



**Time:**

**Learning Goal:**

Students will relax by practicing yoga poses

**Materials Required:**

- Copy of the yoga poses
- Fidget spinner / a lid that that turn / a cap from a bottle
- Tape
- Scissor
- Coloured triangle out of paper

**Instructions for Learning:**

- Students will tape a colored triangle to create an arrow on one of the three circles of the fidget spinner.
- Students will place the fidget spinner in the middle of the big spinner.
- Spin the fidget spinner.
- When it stops, determine which yoga pose the spinner landed on.
- Spin the fidget spinner again and perform that yoga pose that it previously landed on for the entire time the fidget spinner spins



## Exploration Activities

Monday, 23 March

**Time:** 15 mins

[SEL Moment: How Is My Body Feeling?](#)

**Learning Goal:** Students will

- *Practice* noticing how their body feels
- *Consider* why it is useful to express feelings through words

**Materials Required:**

- Digital device (with Internet connection) to view Nearpod lesson slides
- Optional: Notebook & Pen/Pencil

**Experiencing Technology Challenges ?**  
In order for us to get a better picture of your technology possibilities at home, please could you fill in [this 3-minute survey](#) to help us better plan ahead. Deadline is **Wednesday, 25 March EOD**

**Instructions for Learning:**

1. Open the [lesson slides](#) on a digital device connected to the internet.
2. Enlarge the screen by clicking on the expand icon on the top left corner of the opening slide.
3. Then click on the “preview” button. If prompted to *buy*, simply click “continue with preview”.
4. Navigate through the slides step by step with your child using the left/right arrows. Some slides may have multiple slides on them, then use the up/down arrows on your keyboard to navigate.
5. Read the text and follow the instructions, respond to the questions and other interactive elements on the slides with your child.
  - a. If you are struggling to use your digital device to answer the questions and prompts with your child, then invite your child to use a notebook and pen/pencil instead to respond to the questions and activity prompts on paper (especially with the drawing exercises).
  - b. For the class discussion (or Think-Pair-Share) prompts, simply discuss the question with your child or invite them to discuss with a sibling.
  - c. For the Collaborate, Open-Ended Questions, Quizzes and Polls, invite your child to answer for themselves (resist the temptation to give them the answer ... rather ask them a better question: What about..? Have you thought about ...? )

## Tuesday, 24 March

**Time:** 15 mins

[SEL Moment: Counting Breaths](#)

**Learning Goal:** Students will

- *Practice* counting breaths which can help them get calm
- *Consider* actions that can be taken when feeling overwhelmed

**Materials Required:**

- Digital device (with Internet connection) to view Nearpod lesson slides
- Optional: Notebook & Pen/Pencil

**Experiencing Technology Challenges ?**  
In order for us to get a better picture of your technology possibilities at home, please could you fill in [this 3-minute survey](#) to help us better plan ahead. Deadline is **Wednesday, 25 March EOD**

**Instructions for Learning:**

Open the [lesson slides](#) on a digital device connected to the internet and read/follow the instructions on the screen with your child. The same additional instructions apply as per Monday's lesson.

## Wednesday, 25 March

**Time:** 15 mins

[SEL Moment: Using Mantras](#)

**Learning Goal:** Students will

- *Practice* using mantras
- *Practice* repeating their mantras while taking 5 deep breaths

**Materials Required:**

- Digital device (with Internet connection) to view Nearpod lesson slides
- Optional: Notebook & Pen/Pencil

**Experiencing Technology Challenges ?**  
In order for us to get a better picture of your technology possibilities at home, please could you fill in [this 3-minute survey](#) to help us better plan ahead. Deadline is **Wednesday, 25 March EOD**

**Instructions for Learning:**

Open the [lesson slides](#) on a digital device connected to the internet and read/follow the instructions on the screen. The same additional instructions apply as per Monday's lesson.

## Thursday, 26 March

**Time:** 30 mins

[SEL Moment: What are my Strengths?](#)

**Learning Goal:** Students will

- *Practice* recognizing their strengths
- *Compare* their strengths with the school's culture principles and consider which ones might be important during this time
- *Consider* how an understanding of their strengths could build confidence and self-awareness

**Materials Required:**

- Digital device (with Internet connection) to view Nearpod lesson slides
- Optional: Notebook & Pen/Pencil

### Instructions for Learning:

Open the [lesson slides](#) on a digital device connected to the internet and read/follow the instructions on the screen. The same additional instructions apply as per Monday's lesson.

When talking about strengths, use this as an opportunity to connect a student's answer to our culture principles as a school. Which culture principles do we need to embody during this time? Which ones are most important?

- **Joy of Learning:** We are lifelong learners. We see an opportunity to learn in everything that we do and we value curiosity and discovery.
- **High Expectations:** We sweat the small stuff and take pride in our work. We believe that our work is a representation of ourselves so we give our best in all that we do.
- **Always Growing:** We constantly seek out difficult challenges, share and receive helpful feedback as a gift, and see every failure as an opportunity to learn and grow.
- **Greater Together:** We collaborate with and support our teammates because we believe that we can achieve more together.
- **Solutions First:** Everything is possible if you are creative and think critically about the problem. We always bring solutions when faced with difficult challenges.
- **Servant Leadership:** We see service to others as a key part of being a global citizen. We know that leadership is not about ourselves, but about building something greater.

**Friday, 27 March**

**Time:** 30 mins

[SEL Moment: Solving Problems](#)

**Learning Goal:** Students will

- *Practice* social awareness by strengthening their understanding of how to solve problems.
- *Consider* how problem solving becomes easier when problems are broken down into smaller pieces and taken one step at a time.

**Materials Required:**

- Digital device (with Internet connection) to view Nearpod lesson slides
- Optional: Notebook & Pen/Pencil

**Instructions for Learning:**

Open the [lesson slides](#) on a digital device connected to the internet and read/follow the instructions on the screen. The same additional instructions apply as per Monday's lesson.

From Thursday's lesson, students may have stressed the importance of having a "solutions first" mindset while adapting to working from home. Use this lesson to help consolidate our "solutions first" culture principle at home:

**Solutions First:** Everything is possible if you are creative and think critically about the problem. We always bring solutions when faced with difficult challenges.

## Environmental Studies & CRE Activities

**Monday, 23 March**

**Social Studies:** Natural and Built Environments

**Time:** 45 min

**Materials Required:**

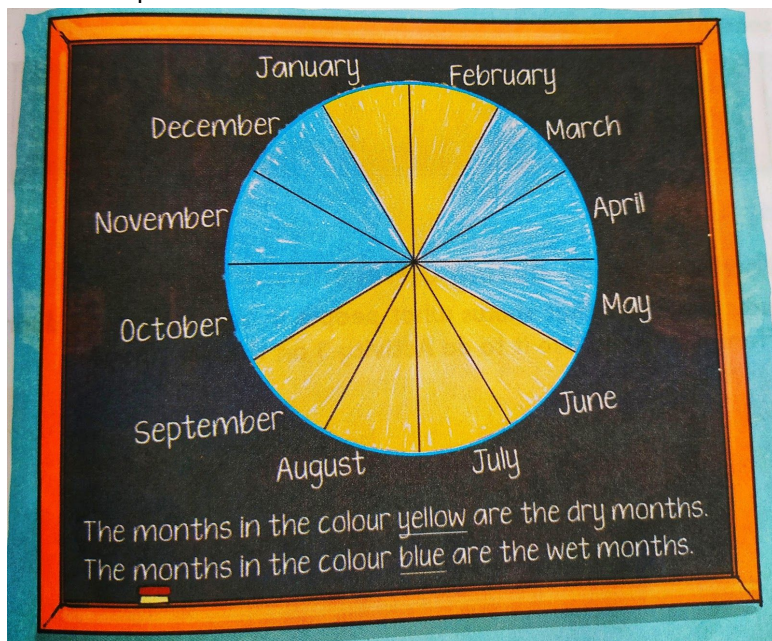
- N/A

**Learning Goal:**

- Identify the two seasons i.e wet and dry
- Identify the months during which we experience the wet and dry season

**Instructions for Learning:**

- Define a season and name two seasons we experience in our country.
- Using the weather wheel below shows the months during which we experience the different seasons in our county.



Answer the review question below:

Which word better matches the sentences?

It had not rained in two months. The ground became dry and the plants started to die.

- a. drought
- b. blizzard

**Tuesday, 24 March**  
**Science:** Animals as Living Things

**Time:** 45 min

**Materials Required:**

- [Why do animals move video](#)

**Learning Goal:**

- Review characteristics of animals as living things

**Instructions for Learning:**

Students watch a video on why animals walk and answer the following questions.

- What are some of the ways animals move?
- Why do animals move? Why don't they just stay put?

**Wednesday, 25 March**  
**CRE:** Creation

**Time:** 45 minutes

**Materials Required:**

- Bible

**Learning Goal:**

Explain why we should not be angry or sin as stated in Ephesians 4:26

**Instructions for Learning:**

- Let the student open Ephesians 4:26 and read to their parents.
- Let the student explain what the verse means.
- Let the student explain why we should not be angry or sin as stated in Ephesians 4:26.

**Thursday, 26 March**  
**Science:** Air Pollution

**Time:** 45 minutes

**Materials Required:**

- N/A

**Learning Goal:**

- State the meaning of the terms "pollution" and "air pollution".
- Identify air pollutants in his/her environment.

**Instructions for Learning:**

- Let students define the term pollution
- Let students identify air pollutants in his/her environment.

**Friday, 27 March**

**CRE:** Creation

**Time:** 45 minutes

**Materials Required:**

- **Bible**

**Learning Goal:**

- How to cope with emotions in their day to day lives

**Instructions for Learning:**

- Let the student write about a situation that they didn't like, what emotion did they feel and what did they do?