



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	Second Languages	Second Languages (SA) Write - a short story (Afrikaans / Setswana)	N/A
11:15 - 11:30	Break		
11:30 - 12:15	Science / Humanities	Identification Keys: Kitchen Items	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	Movement	Kid Danger & Captain man -run, jump, duck and dodge obstacles	https://www.youtube.com/watch?v=wIYys4iDtHo
1:45 - 2:30	Exploration	SEL Moment: How Is My Body Feeling?	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	Second Languages	Second Languages (SA) Write - Diary entry	N/A
11:15 - 11:30	Break		
11:30 - 12:15	Science / Humanities	Identification Keys: Bedroom Items	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	Movement	Balloon striking -Eye and hand coordination	N/A
1:45 - 2:30	Exploration	SEL Moment: Counting Breaths	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	Second Languages	<p>Second Languages (SA) Read - Download app (Lees) (Afrikaans)</p> <p>Short story - Setswana</p>	<p>Afrikaans: https://play.google.com/store/apps/details?id=tech.livx.lees</p> <p>Setswana https://nalibali.org/story-library/audio-stories/sesotho</p>
11:15 - 11:30	Break		
11:30 - 12:15	Science / Humanities	Identification Keys: Living Room Items	
12:15 - 1:00	Lunch		
1:00 - 1:45	Movement	Race with pompoms	http://www.pbs.org/parents/adventures-in-learning/2014/01/racing-activity-straws-pom-poms/
1:45 - 2:30	Exploration	SEL Moment: Using Mantras	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	Second Languages	Second Languages (SA) Dialogue (IsiZulu)	N/A
11:15 - 11:30	Break		
11:30 - 12:15	Science / Humanities	Identification Keys: Invertebrates	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	Movement	Movement cube	N/A
1:45 - 2:30	Exploration	SEL Moment: What are my Strengths? (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	 Second Languages	Second Languages (SA) Game - IsiZulu (Quiz)	http://ilanguages.org/zulu_quiz.php
11:15 - 11:30	Break		
11:30 - 12:15	 Science / Humanities	Identification Keys Applied: AI for Oceans	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	 Movement	Yoga	N/A
1:45 - 2:30	 Exploration	SEL Moment: Solving Problems (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:

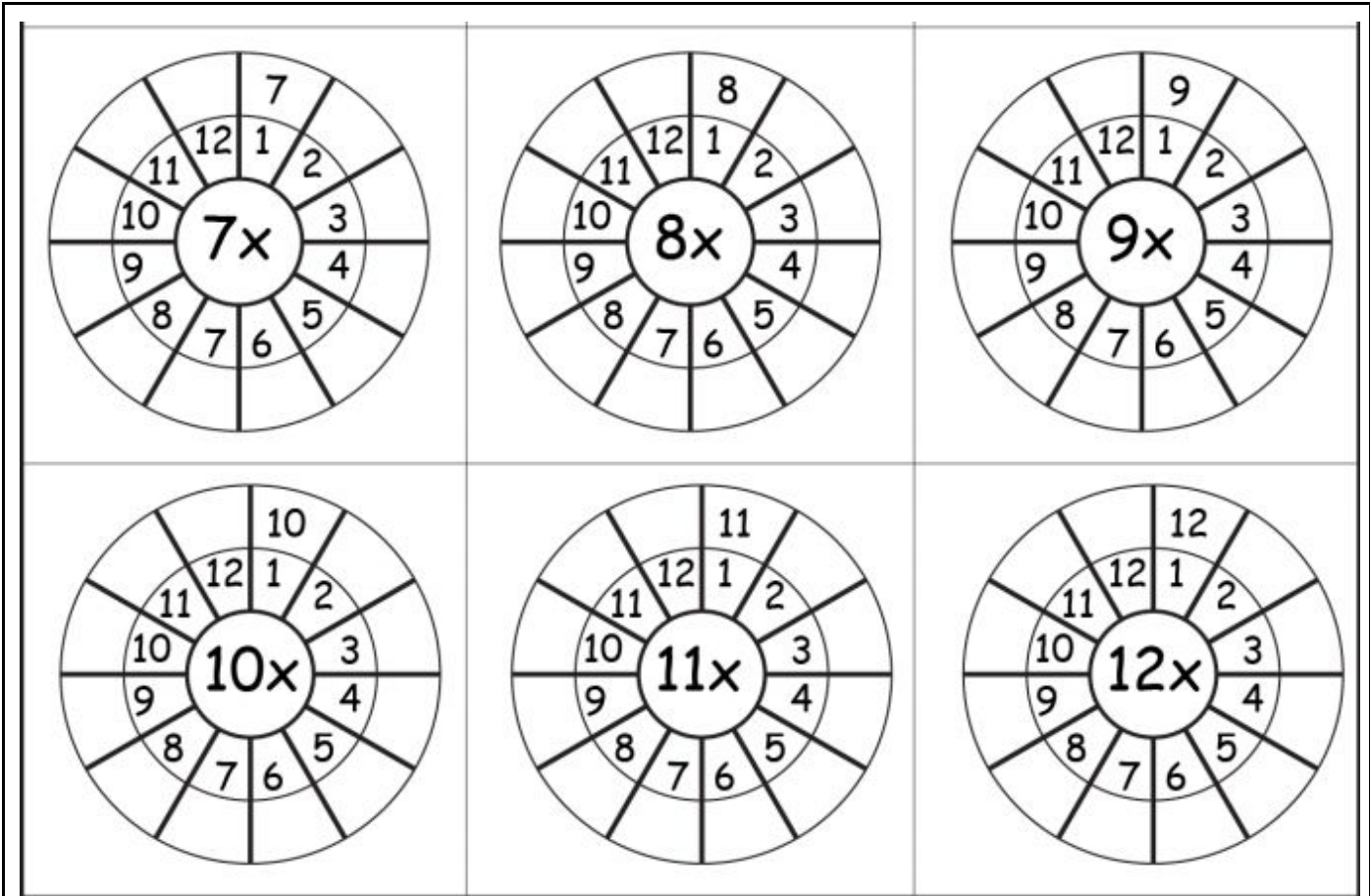
If possible, make copies of the times tables worksheet (below and available at <https://www.worksheetfun.com/Multiplication%20times%20table/circletimestable1-12%20-1.pdf>)

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.

The image displays six circular multiplication worksheets arranged in a 2x3 grid. Each circle has a central number followed by 'x' (1x, 2x, 3x, 4x, 5x, 6x). The circles are divided into 12 segments. The outer ring contains numbers 1 through 12, and the inner ring contains numbers 1 through 12. The segments are arranged such that the numbers in the inner ring are the products of the central number and the numbers in the outer ring. For example, in the 1x circle, the products are 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. In the 2x circle, the products are 2, 4, 6, 8, 10, 12, 1, 3, 5, 7, 9, 11. In the 3x circle, the products are 3, 6, 9, 12, 1, 4, 7, 10, 2, 5, 8, 11. In the 4x circle, the products are 4, 8, 12, 1, 5, 9, 13, 2, 6, 10, 14. In the 5x circle, the products are 5, 10, 15, 1, 6, 11, 16, 2, 7, 12, 17. In the 6x circle, the products are 6, 12, 18, 1, 7, 13, 24, 2, 8, 14, 30.



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)



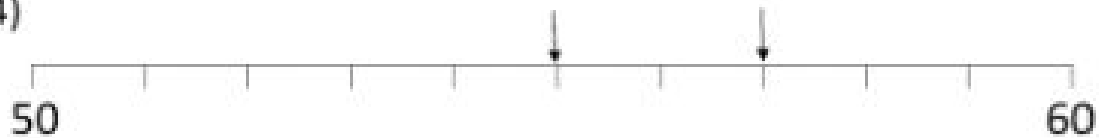
2)



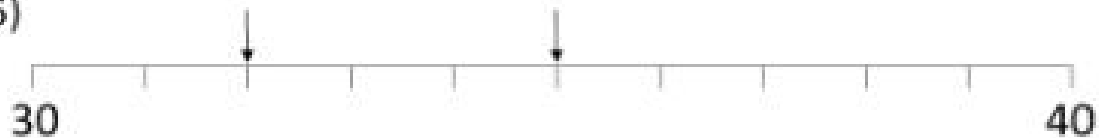
3)



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.

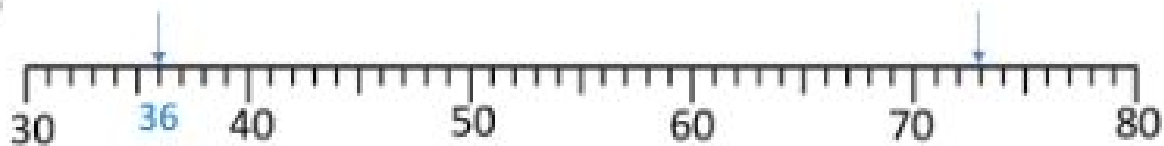
Example



42 to the nearest 10 is 40

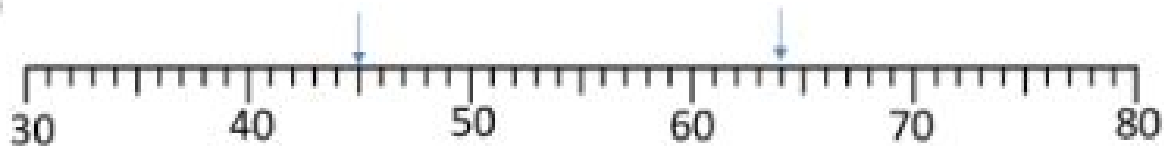
65 to the nearest 10 is 70

1)



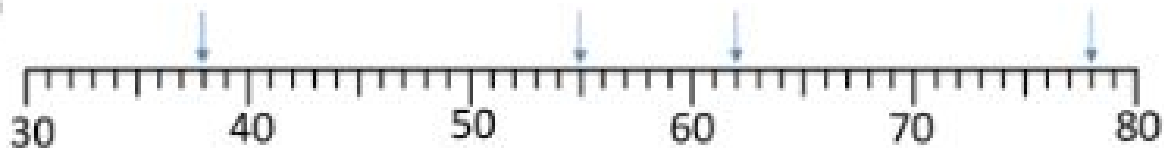
36 to the nearest 10 is ____ ____ to the nearest 10 is ____

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 → _____

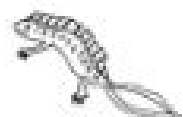
7) 44 → _____ 8) 83 → _____ 9) 68 → _____

10) 27 → _____ 11) 35 → _____ 12) 13 → _____

13) 40 → _____ 14) 87 → _____ 15) 8 → _____

16) 93 → _____ 17) 57 → _____ 18) 45 → _____

19) 3 → _____ 20) 95 → _____ 21) 26 → _____



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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	<table border="1"><tr><td>10</td></tr><tr><td>20</td></tr><tr><td>30</td></tr><tr><td>40</td></tr><tr><td>50</td></tr><tr><td>60</td></tr><tr><td>70</td></tr><tr><td>80</td></tr><tr><td>90</td></tr><tr><td>100</td></tr></table>	10	20	30	40	50	60	70	80	90	100	33
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60												
70												
80												
90												
100												
27	65											
42	85											
97	93											
76												



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.

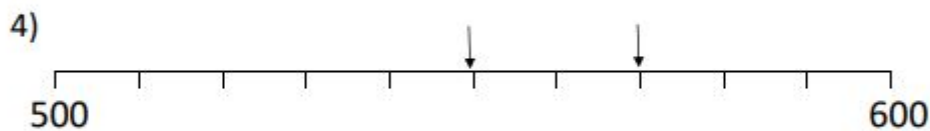
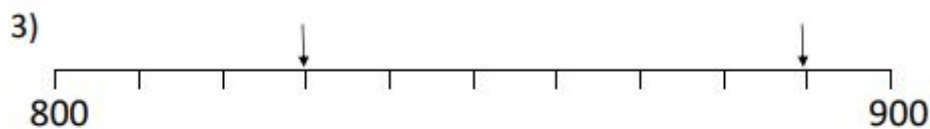
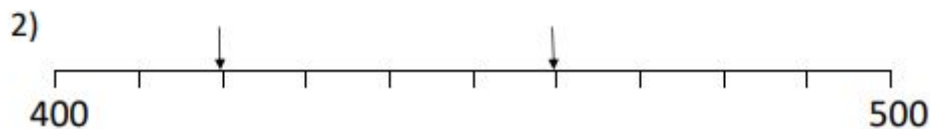
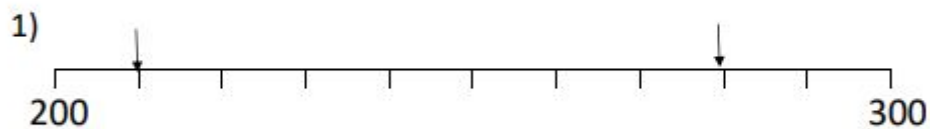
Examples

- 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 _____

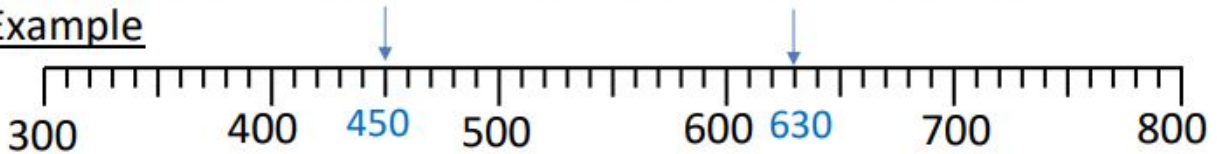


ROUNDING TO THE NEAREST 100 SHEET 2

- 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

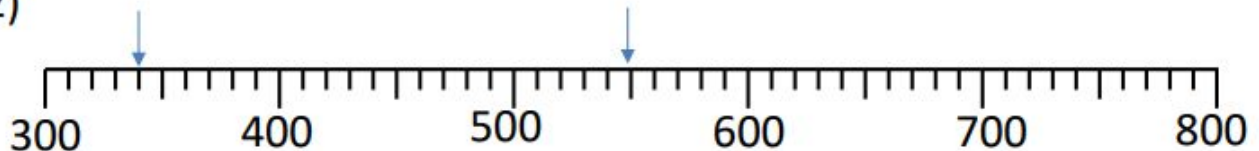
630 to the nearest 100 is 600

1)



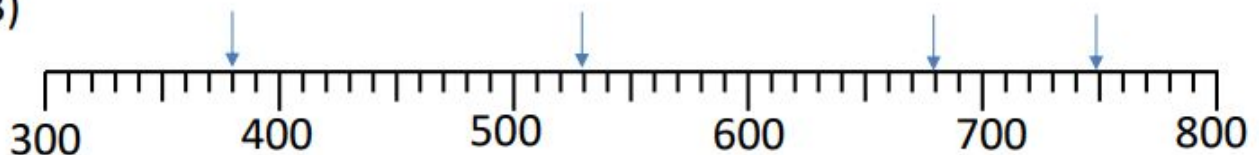
370 to the nearest 100 is _____ _____ to the nearest 100 is _____

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 _____



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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 | → | _____ |



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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			

Note: An arrow is drawn from the number 1181 to the number 1200 in the central column.



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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.

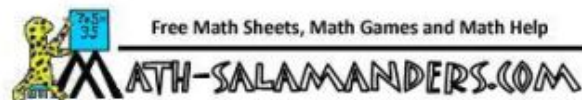
INEQUALITIES SHEET 4:1



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

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



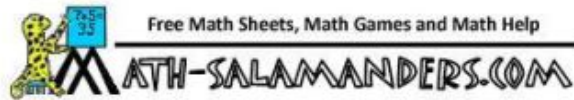
INEQUALITIES SHEET 4:2



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

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



Monday, 23 March

Time: 45 minutes

Learning Goal: Students will

- Create an identification key of items from the kitchen

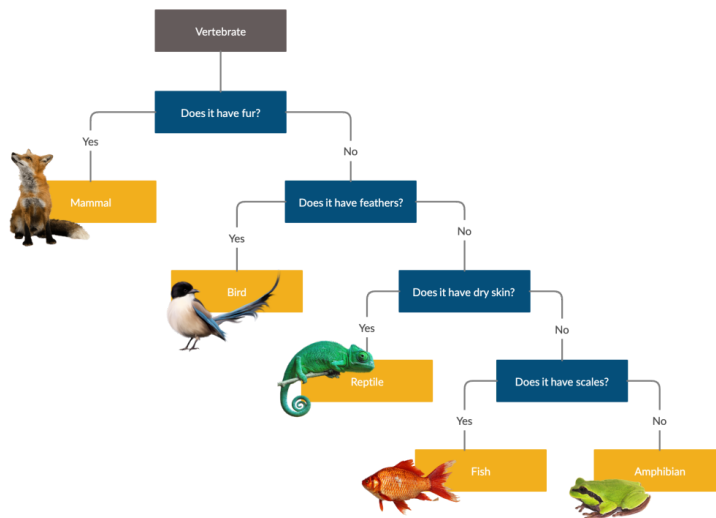
Materials Required:

- 5 different items from the kitchen
- Pen/Pencil
- Ruler

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:

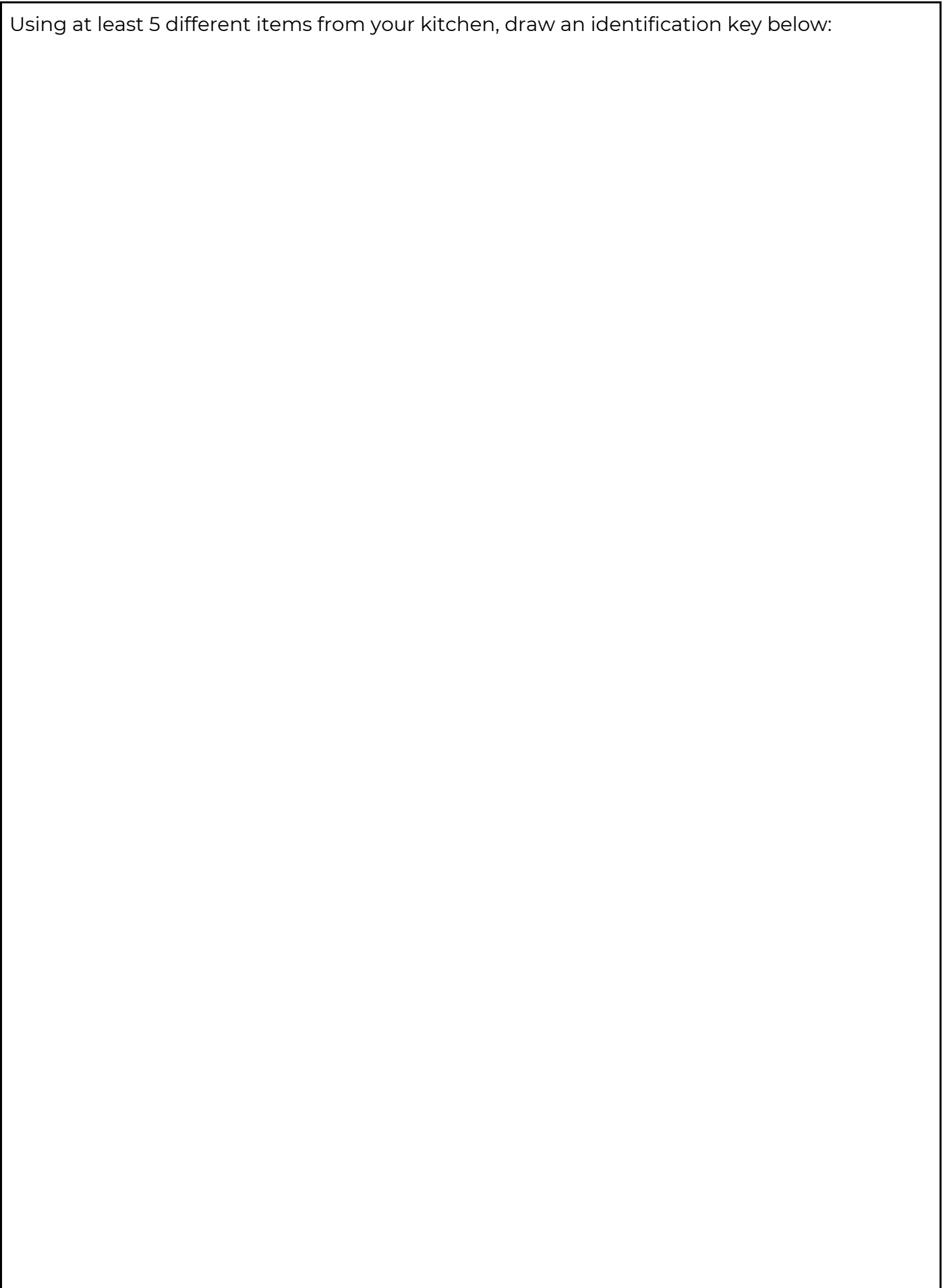
Here is an example of an identification key for vertebrate animals:



What do you notice about the layout of an identification key?

Describe 3 ways you could use an identification key in your daily life.

Using at least 5 different items from your kitchen, draw an identification key below:

A large, empty rectangular box with a thin black border, intended for drawing an identification key. The box occupies most of the page below the instruction.

Tuesday, 24 March

Time: 45 minutes

Learning Goal: Students will

- Create an identification key of items from their bedroom

Materials Required:

- 5 items from your bedroom
- Pen/Pencil
- Ruler

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:

Using at least 5 different items from your bedroom, draw an identification key below:

Wednesday, 25 March

Time: 45 minutes

Materials Required:

- 5 items from your living room
- Pen/Pencil
- Ruler

Learning Goal: Students will

- Create an identification key of items from the living room

Instructions for Learning:

Using at least 5 different items from your living room, draw an identification key below:

Thursday, 26 March

Time: 45 minutes

Materials Required:

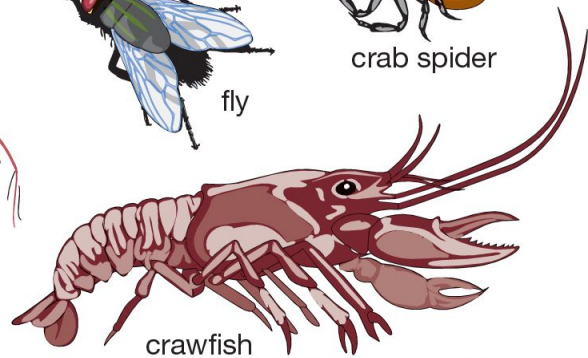
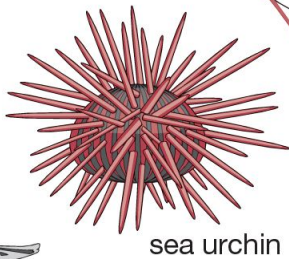
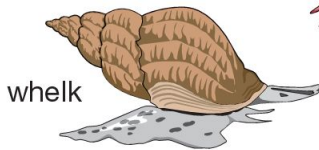
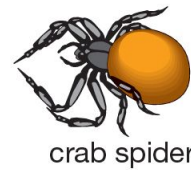
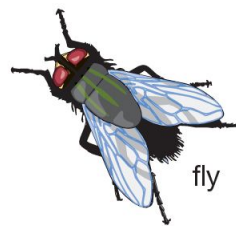
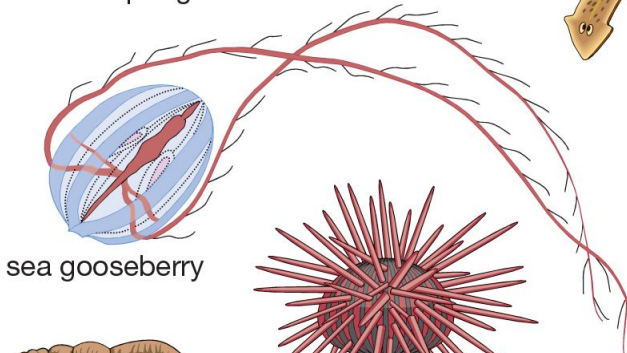
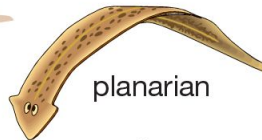
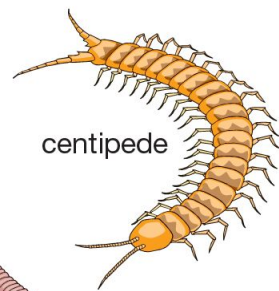
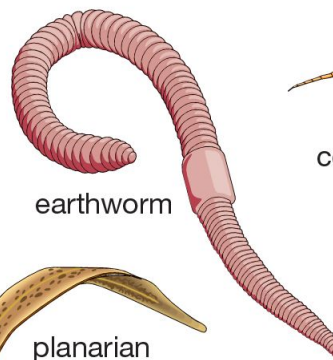
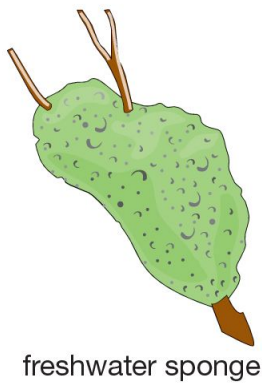
Learning Goal: Students will

- Pen/Pencil
- Ruler

- Create an identification key of invertebrate animals

Instructions for Learning:

Pick 5 invertebrates (animals without backbones) from the image below:



Draw an identification key for your 5 chosen invertebrates:

Friday, 27 March

Time: 45 minutes

Learning Goal: Students will

- Apply their knowledge on identification keys by learning about how computers can be used to solve big problems

Materials Required:

- Digital device (with internet connection)

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

Preparation Notes:

- ☐ Prepare a digital device (with internet connection) with this [link](#)

Instructions for Learning:

Go to this [link](#), to learn how we can use computers to identify objects using machine learning.

1. Watch the opening [video](#) on “What is machine learning?”, then press “Continue”
2. Complete the identification activity by giving the computer examples of “fish” and “not fish”
3. Try out your AI to see if it can identify fish correctly, click “Run”
4. See how good your AI is, then either click “Train More” or “Continue”
5. Keep moving through the activities on screen until you reach the end

Second Languages Activities (SA)

Monday, 23 March

Time: 30 min

Learning Goal:

Students will be able to compose a story about a picture, by using nouns, pronouns, verbs and adjectives in it.

Materials Required:

- Worksheet
 - Dictionary
 - Afrikaans
 - Setswana
 - Stationary
- Setswana Oxford Living Dictionaries in google

Instructions for Learning:

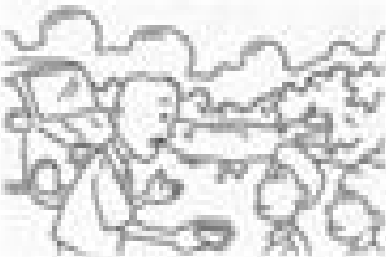
- **Instructions for Learning:**
- Write a story in Afrikaans / Setswana based on the pictures in the Exercise.
- Students need to remember the following:
 - * Give the story a title.
 - * Write 4 sentences for each picture. There should be at least 5 words in each sentence.
 - * Use a dictionary to help you with your vocabulary.
 - * Make use of nouns, pronouns, verbs and adjectives.
 - * Remember to punctuate and put in capital letters in your sentences where needed.

Afrikaans Guided Writing - Exercise 3

Write a story in Afrikaans based on the pictures below. Remember to give your story a title. Write 4 sentences for each picture. There should be at least 5 words in each sentence. Use Google translate to help you with your vocabulary. Make use of nouns, pronouns, verbs and adjectives. Remember to punctuate and put in capital letters in your sentences where needed.





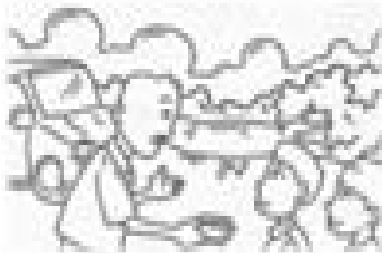


Setswana Guided Writing - Exercise 3

Write a story in Setswana based on the pictures below. Remember to give your story a title. Write 4 sentences for each picture. There should be at least 5 words in each sentence. Use the Setswana Oxford Living Dictionaries in google, to help you with your vocabulary. Make use of nouns, pronouns, verbs and adjective. Remember to punctuate and put in capital letters in your sentences where needed.







Tuesday, 24 March

Time:

Learning Goal:

Students will be able to compose a diary entry of 60-80 words by using conjunction words, plurals, adjectives and pronouns in it

Materials Required:

- Worksheet
- Dictionary / Google translate
- Color pens

Instructions for Learning:

- Students will write a diary entry of what they did yesterday.
- Students need to tell their diary what they ate, what activities they did, who was with them during the day. How they felt being at home.
- Students need to write short sentences with at least 6 words in it.
- Students need to use the following in their diary entry:
 - * 2 conjunction words
 - * 2 plurals
 - * adjectives
 - * pronouns
- *Students can decide if they would do this activity in Afrikaans / Setswana / IsiZulu.*



Wednesday, 25 March

Time: 50 min

Learning Goal:

Afrikaans:

Students will be able to practice different reading levels

Students will write a short summary of what they've read and voice their opinion about the reading app.

Setswana:

Students will be able to improve their listening skills by listening to a story in Setswana and to summarize the story in their own words

Materials Required:

- Afrikaans:
 - Download:
Lees app (Studeer sonder sukses) – Free app
<https://play.google.com/store/apps/details?id=tech.livx.lees>
 - Worksheet
 - Pen / Pencil / Color pen
 - Dictionary
- Setswana :
 - Short story:
<https://nalibali.org/story-library/audio-stories/sesotho>
 - Pencils / Crayons / Colored pencils
 - Worksheet
 - Dictionary

Instructions for Learning:

(This is not something that the students did this term, but it will be a good of introducing new vocabulary to the students and it is fun)

Afrikaans:

Students need to read more in their additional languages.

Students will need to download the reading app on a phone.

This reading app is only available in Afrikaans; students will read in different levels. Students will learn new vocabulary while reading these short comprehensions. Students will be evaluated after they have read the short comprehension. Students will answer three questions and it will give him / her feedback after answering the three questions. Students get three opportunities on a specific level before they can improve to the next level.

After students read for about 25-30 minutes, students will stop reading on the app. Students will fill in the worksheet. On this worksheet, they need to give feedback. Students should have read more than 2 comprehensions, let them pick one of the comprehensions to give feedback on.

Setswana:

Students will open the Nalibali link and pick one of the stories. Students will listen to the story. Students can listen to the story twice. After listening to the story, students will complete the worksheet.

Lees is lekker

Naam: _____

Datum: _____

Het jy daarvan gehou om op die "app" te lees? (Did you enjoy reading on the "app"?)
Kleur een gesiggie in:



Wat het in die storie gebeur wat jy gelees het?

Hoeveel uit 3 het jy gekry?



Students will look at the pictures and the sentences. Students will need to use the sentences to create a dialogue.

Students will then cut out the sentences and paste them into the paper in the correct order.

Students will then read this dialogue with a friend / family member.

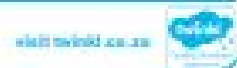
While the student read this dialogue, please record this and share this video with the teacher.

Ngiyagula

Sika amagama bese unamathela endaweni efanele



Eight empty speech bubble shapes arranged vertically, intended for students to paste the provided sentences into them to create a dialogue.



Ngiphethwe yisisu.	Sawubona!
Nanku umuthi.	Sawubona. Unjani namuhla?
Ngiyabonga	Ngiyagula.
Uphole masinyane! Uzinakekele!	Uphethwe yini?

Ngiyagula Impendulo

Sika amagama bese unamathela endaweni efanele



Sawubona!

Sawubona. Unjani namuhla?

Ngiyagula.

Uphethwe yini?

Ngiphethwe yisisu.

Nanku umuthi.

Ngiyabonga

Uphole masinyane! Uzinakekele!



visit [twinkl.co.za](https://www.twinkl.co.za)



Ngiphethwe yisisu.	Sawubona!
Nanku umuthi.	Sawubona. Unjani namuhla?
Ngiyabonga	Ngiyagula.
Uphole masinyane! Uzinakekele!	Uphethwe yini?

Friday, 27 March

Time: 20 min

Learning Goal:

Students will recall IsiZulu basic vocabulary to complete the quiz by choosing the correct answer

Materials Required:

- **Phone / computer**
- http://ilanguages.org/zulu_quiz.php

Instructions for Learning:

Students will open the link on the computer or on a cell phone. Students will do a quiz about IsiZulu vocabulary and greetings and pick the correct english explanation for the IsiZulu word / greeting / sentence.



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

Time: 20 min

Learning Goal:

Students will blow a pom pom around a track to see who is the fastest

Materials Required:

- **Pompoms / foil balls / plastic lids**
- **Straws**
- **Tape / string**

Instructions for Learning:

Steps to follow to play this game:

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.
2. Tape diagonals across the middle section that isn't a part of the track — so there's no confusion!
3. Tape a "dotted" start/finish line across the track.
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.
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

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:

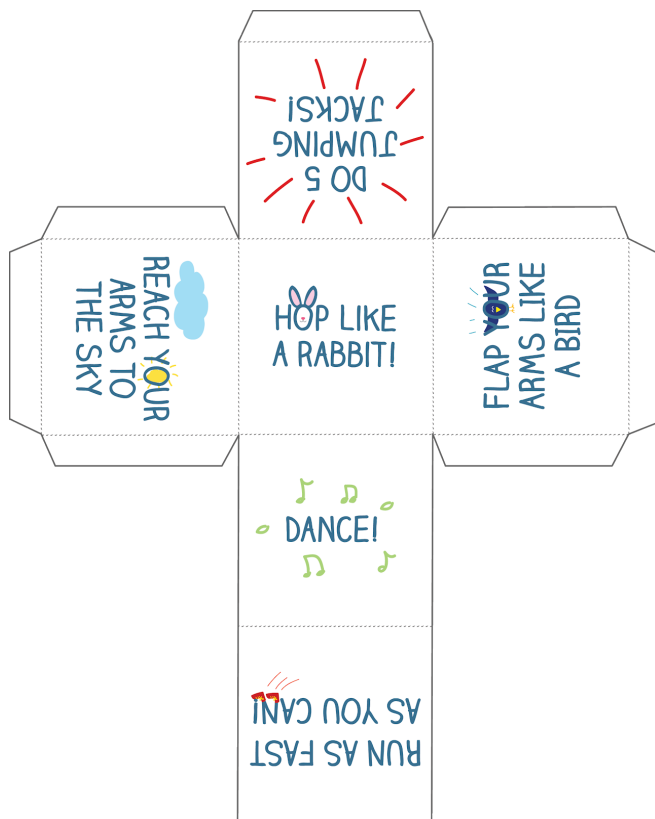
Students will roll the movement dice and act out the movement for 2 minutes unless the cube gives you other instructions

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

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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 ?
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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.